NAPA VALLEY UNIFIED SCHOOL DISTRICT

MASTER PLAN for MULTILINGUAL LEARNERS

September 8, 2022

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Introduction

Established in 1965, Napa Valley Unified School District (NVUSD) serves the communities of Napa and American Canyon. Over 16,500 students attend our 27 schools in grades TK–12. Multilingual Learners make up 21 percent of our student population, and 44 percent of all students in NVUSD are Multilingual Learners or former Multilingual Learners. The vast majority of these students come from homes where Spanish is the primary language, with smaller numbers of students and families speaking a variety of other languages, including Filipino (Tagalog), Vietnamese, Punjabi, and Arabic. These students come with rich and varied experiences, enormous strengths, and immense potential, and NVUSD is committed to helping them realize their success in our schools and beyond.

In order to ensure that NVUSD is supporting our Multilingual Learners to meet rigorous college- and career-ready academic content standards, as well as corresponding English language development standards for Multilingual Learners, our district has undertaken a comprehensive, transparent, and inclusive effort over the past 18 months to strengthen its capacity systemwide to better serve this growing and underserved population. Led by Assistant Superintendent Pat Andry-Jennings, and in collaboration with WestEd partners, a planning team of district instructional directors engaged NVUSD leaders and educators in a review of Multilingual Learner instruction and programs, followed by development of NVUSD's Master Plan for Multilingual Learners.

This Master Plan for Multilingual Learners lays out a comprehensive vision for Multilingual Learner success that embodies the aspirations of our district's parents, students, educators, and community members. It articulates our evidence-based principles of effective Multilingual Learner instruction, describes our approach to ensuring Multilingual Learners' language development, and presents our enhanced instructional models to be implemented districtwide.

Of critical importance, this master plan responds directly and fully to findings from a systematic review of NVUSD's current educational programs and services. This review, detailed in a July 2021 report, included examination of Multilingual Learners' linguistic and academic learning opportunities across classrooms in eight representative schools and analyses of quantitative data on Multilingual Learners' linguistic and academic performance, as well as findings from surveys, interviews, and focus groups with key district educational partners, including students, parents, teachers, and school and district administrators. The review report includes key findings from review activities and makes recommendations for improvement of programs and services, based on research- and evidence-based practices and policies for improving Multilingual Learner outcomes.

With the guidance of an Expanded Leadership Team of approximately 40 members representing key constituencies of our district and community — along with facilitation by WestEd experts in best practices for Multilingual Learner education — the resulting Master Plan for Multilingual Learners is constructed on an evidence-based Theory of Action that provides the basis for a multiyear course of

action. This course of action is described in a separate detailed Implementation Plan that includes strategic objectives, high-leverage strategies, and action steps spanning the next three to five years. Our district Core Planning Team and Expanded Leadership Team members are committed to ensuring that we implement the Master Plan for Multilingual Learners with fidelity and that we hold each other accountable for ensuring follow-through on our commitments to one another and to our district's Multilingual Learner students, parents, and community.

The very process of producing this Master Plan for Multilingual Learners has illuminated our strengths and challenges, deepened our understanding of what our Multilingual Learners need to progress linguistically and academically, and strengthened our capacity and commitment to improving services and outcomes for these students. We look forward to carrying out NVUSD's Master Plan for Multilingual Learners together with our community.

In the process of developing this master plan, NVUSD decided to transition to using the term "Multilingual Learner" for our students who speak (and may also read and write) a native, home, community, or heritage language other than English while developing language and literacy skills and abilities in English. Multilingual Learners engage in learning in school in English and possibly another language if in bilingual, heritage language, or world languages programs or courses. The term "Multilingual Learner" (MLL) focuses on students' strengths and the foundation of multiple languages they bring with them into the classroom. However, certain state- or federal-level documents might still refer to a similar population of students as English Learners to denote the types of services educators and schools are to provide for students; in relevant contexts, this plan will use the state and federal terminology for clarity about compliance and accountability for these defined groups.

Napa Valley Unified School District's Strategic Plan

The Master Plan for Multilingual Learners is aligned with NVUSD's vision and strategic goals, particularly Goal 1: Student Learning, Achievement, and Access. Our goals are designed to bring organizational focus, alignment, and coherence to our districts. Each goal is supported by key initiatives that provide the categories of work necessary to successfully achieve our expectations for our students and families. Figure 1 shows the NVUSD vision, along with key initiatives for Goal 1.

Figure 1: NVUSD's Vision and Goal 1 of the Strategic Plan

OUR VISION

Transforming lives by instilling and inspiring lifelong learning in every student

OUR STRATEGIC GOAL 1:

Student Learning, Achievement, and Access

1. Students graduate college- and career-ready.
2. Students experience responsive, engaging pedagogy.
3. Students thrive socially, emotionally, and academically.
4. Students benefit from real-world experiences.

1. Core Components of the Plan

NVUSD Vision and Core Beliefs for Multilingual Learners

To forge a plan that ensures success for Multilingual Learner students in Napa Valley Public Schools, we developed the following vision for Multilingual Learners that captures the expressed aspirations of our Multilingual Learner students, families, educators, and community members.

OUR VISION FOR MULTILINGUAL LEARNERS

Multilingual Learners in NVUSD experience deep, rigorous, and culturally responsive instruction that leads to high levels of academic achievement and English language proficiency. Their multilingual and multicultural assets are valued and contribute to their sense of belonging in the school community. Multilingual Learners graduate college- and career-ready, with the communication skills needed for success in a global society and with opportunities and choices for a successful future.

Our vision is grounded in three core beliefs.

OUR CORE BELIEFS

- All educators are responsible for the language development of Multilingual Learners, applying integrated and designated English language development (ELD).
- Multilingual Learners can achieve at high levels with the right supports.
- The family language and cultural resources of students are tremendous assets to their learning and to the community.

NVUSD is committed to attaining our vision and realizing our core beliefs by . . .

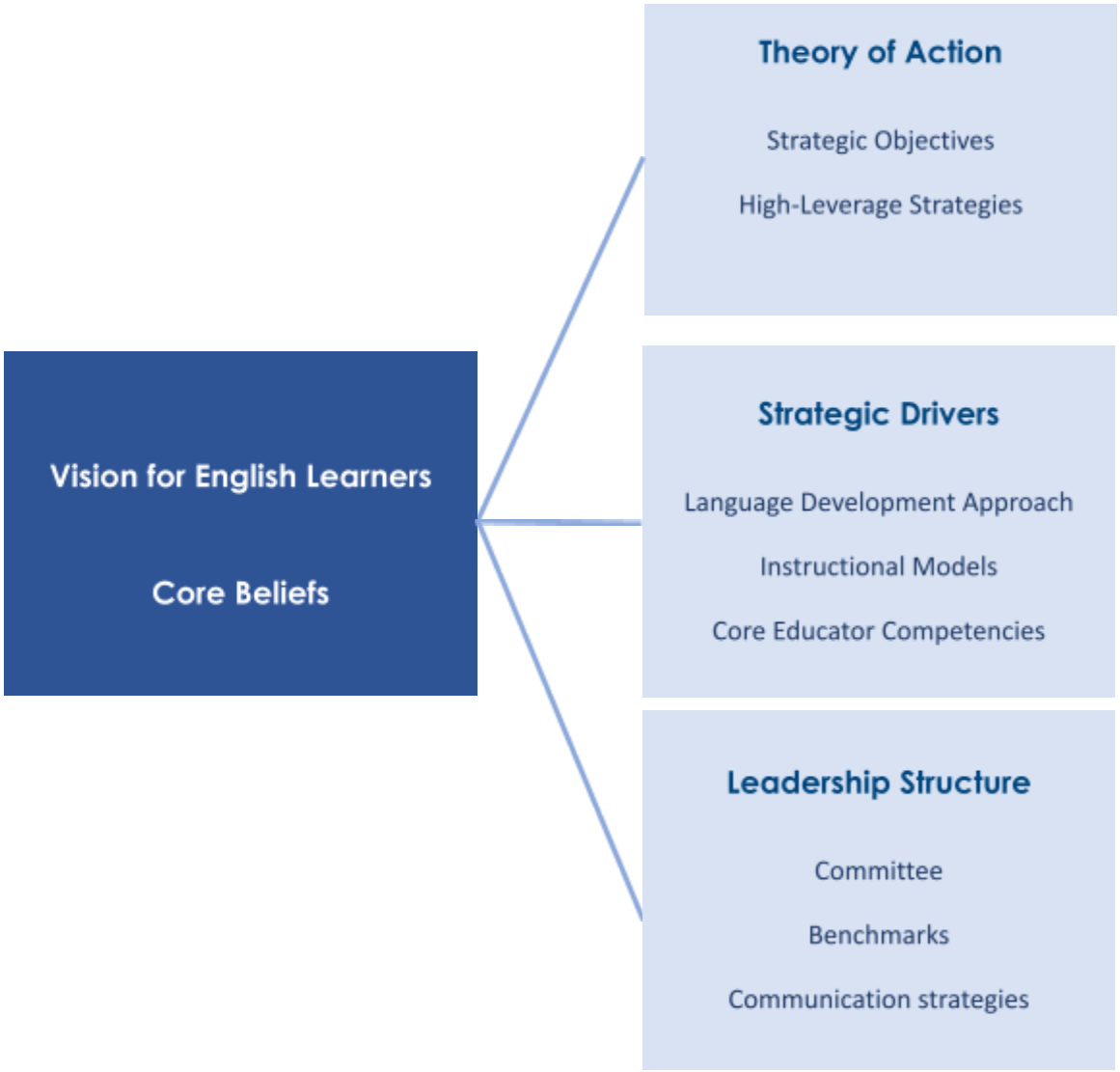
- providing effective and high-quality programs and services to Multilingual Learners;
- providing intentional instruction, opportunities, and support for Multilingual Learners to succeed;
- fostering and developing multicultural proficiency;
- empowering students and parents to build capacity by honoring languages and cultures; and
- fully implementing the district's Master Plan for Multilingual Learners.

This commitment drives Napa Valley Unified School District to make fundamental shifts in pedagogical and systemic practices to attain our ambitious vision. Our Vision and Core Beliefs for Multilingual Learners guided our development of the Master Plan for Multilingual Learners and will ground and guide our efforts in continuous improvement as we implement this plan over the next several years. The California English Language Development (CA ELD) Standards and the Five Principles of Quality Instruction for English Learners informed the development of the other three drivers for change: NVUSD's Language Development Approach, Core Educator Competencies, and Instructional Program Models. To identify key areas of improvement, we developed a Theory of Action and Implementation Plan and then outlined benchmarks and outcomes we can expect as we implement new policies, programs, and practices.

Overview of Master Plan for Multilingual Learners Structure

As shown in Figure 2, the Master Plan for Multilingual Learners provides a structure for implementation that includes a robust Theory of Action, a set of Strategic Drivers, and a Leadership Structure that must be implemented to improve learning outcomes for Multilingual Learners. The Theory of Action defines how the district will prioritize and carry out the changes needed to improve educational quality for Multilingual Learners. The Strategic Drivers identify key components that must be in place throughout the district and address core responsibilities of district educators and leaders to improve quality instruction, language development, academic achievement, and graduation rates for Multilingual Learners. The Leadership Structure defines the committee, processes, and targets that will be used to evaluate the effectiveness of the continuous improvement efforts, adjust implementation as needed, and build learning throughout the system. The implementation of these three components of the Master Plan for Multilingual Learners will directly strengthen district capacity to help Multilingual Learner students meet ambitious goals and support parents' and students' aspirations.

Figure 2: Master Plan for Multilingual Learners Structure



2. Theory of Action

NVUSD is committed to improving outcomes for all Multilingual Learners and attaining our vision for Multilingual Learners. For all Multilingual Learners to be ready for college, career, and life when they graduate, the quality of instruction for Multilingual Learners must improve, and educators must be supported to strengthen teaching and learning. In addition, all learning environments must not only be welcoming and safe, but also value the assets Multilingual Learners bring to school and engage their families. Academic programs must meet the needs of Multilingual Learners and promote language development. Evidence of learning must be continuously gathered and acted on to ensure Multilingual Learners achieve academic and language learning goals. All this can happen with policies and resources that intentionally support necessary changes across the district.

Informed by research and by findings and recommendations from the 2021 Review of English Learner Instruction and Programs in NVUSD, and vetted by NVUSD educators, our Theory of Action lays out an explicitly stated causal chain of expectations and outcomes to guide how NVUSD will improve educational outcomes for Multilingual Learners. The Theory of Action is grounded in five Strategic Objectives; NVUSD believes that accomplishing these objectives will contribute to the success and achievement of all Multilingual Learners. To accomplish these objectives, high-leverage strategies provide for specific steps that focus district efforts to quickly and efficiently achieve lasting improvements. NVUSD has identified high-leverage strategies for each strategic objective so that our plan for strengthening teaching and learning for Multilingual Learners is clear, coherent, and powerful.

Figure 3 describes how our Theory of Action carries out the five strategic objectives through high-leverage strategies to meet key goals that help to realize our vision for Multilingual Learners. A separate Implementation Plan specifies the action steps, time frame, benchmarks, and personnel that the NVUSD Master Plan for Multilingual Learners Planning Team proposes in order to implement the High-Leverage Strategies over three to five years.

Figure 3: Strategic Objectives with High-Leverage Strategies

If we . . .	**(Objective 1) Improve the quality of instruction for Multilingual Learners**
by . . .	● Increasing the frequency of quality interactions in all classroom activities and subjects at all grade levels; ● Implementing an initiative focused on grades 6–12 to improve the quality of instruction for all secondary Multilingual Learners; ● Providing students with language instruction that focuses on the purposes and uses of English in academic contexts; and ● Enhancing instruction for Multilingual Learners to include intentional

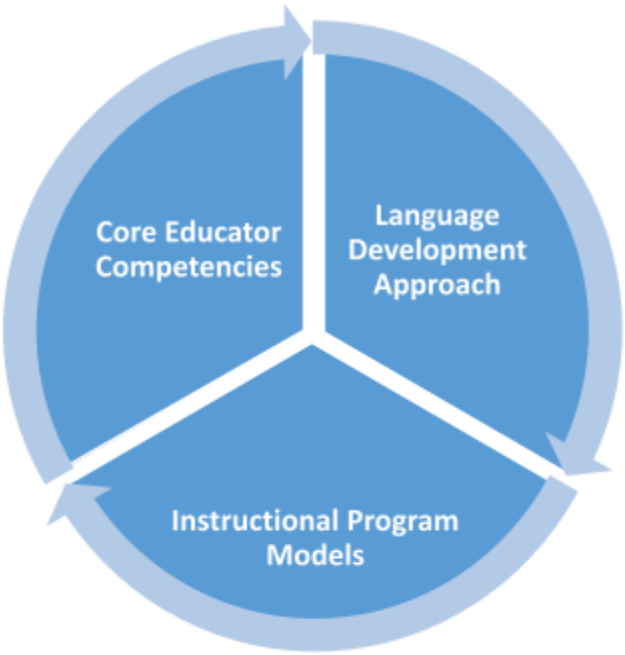
	scaffolds and supports appropriate to students' English language proficiency.
And if we . . .	**(Objective 2) Build the capacity of all educators and leaders**
by . . .	• Developing a districtwide Multilingual Learner professional learning plan for all teachers, principals, and key district staff that is comprehensive and sustained and has a unified, consistent focus and vision; • Developing a specific professional learning plan for new teachers to ensure their capacity to provide quality instruction to Multilingual Learners; and • Creating and implementing processes to ensure continuous improvement of quality instruction.
And if we . . .	**(Objective 3) Ensure equity and access for all Multilingual Learners**
by . . .	• Accelerating students' development of English language proficiency so that Multilingual Learners remain in Designated ELD programs for the shortest time possible; • Ensuring secondary Multilingual Learners have access to the full education program, including electives; • Ensuring a pathway for Multilingual Learners to develop biliteracy in English and their home language; and • Examining student data to investigate reclassification rates and patterns, trajectories of Long-Term English Learner (LTEL) students, and identification of Multilingual Learners with disabilities compared with the general student population.
And if we . . .	**(Objective 4) Increase effectiveness of programming and services**
by . . .	• Co-developing a comprehensive systemic improvement plan for Multilingual Learner success to serve as a road map for ensuring that high-quality MLL programs and services are implemented, monitored, and sustained across the district; • Defining and implementing a high-quality Designated ELD program consistently across all schools; • Incorporating the five principles of quality instruction for Multilingual Learners into daily classroom instruction in all content areas; • Designing and implementing programs addressing the specific needs of newcomers and LTEL students; and • Establishing processes at the school and district levels to monitor MLL

	program implementation and guide continuous improvement.
And if we . . .	**(Objective 5) Engage families and community**
by . . .	● Redesigning the engagement strategy for parents and families to involve them in decision-making related to designing and implementing school and district programs and policies for Multilingual Learners; and ● Implementing communication strategies to ensure that the district and schools are providing accessible and comprehensive information to parents about postsecondary opportunities.
Then . . .	● Multilingual Learners in NVUSD will experience deep, rigorous, and meaningful instruction that leads to high levels of academic achievement and English language proficiency. ● All educators will be prepared to meet the diverse needs of our Multilingual Learners. ● Multilingual Learners will graduate college- and career-ready, with communication skills to contribute to social, civic, and professional life. ● Multilingual Learners will have access to quality experiences that are consistent at all schools across the district. ● All families of Multilingual Learners will be empowered to be advocates and partners in their children's language development and education through productive partnerships between home and school.

3. Strategic Drivers

The NVUSD's Strategic Drivers are the district's (1) Language Development Approach, (2) Core Educator Competencies, and (3) Instructional Program Models.

Figure 4: Strategic Drivers



Language Development Approach

- Describes our district's approach to high-quality MLL instruction
- Aligns to the NVUSD vision and core beliefs for Multilingual Learners, CA ELD Standards, CA ELA/ELD Framework, and California English Learner (CA EL) Roadmap

Instructional Program Models

- Identify a core instructional model for all Multilingual Learners: Integrated and Designated English Language Development (ELD)
- Describe three additional instructional models that support learning for diverse Multilingual Learners: Dual Language Immersion (DLI) Program, Newcomer Services, and Strategic Academic Literacies and Language Program (for LTEL students)

Core Educator Competencies

- Describe skills that educators and leaders must have or develop to be effective supporters of Multilingual Learners
- Aligned to the NVUSD vision and core beliefs for Multilingual Learners, CA ELD Standards, CA ELA/ELD Framework, and CA EL Roadmap

3.1 Napa Valley Unified School District's Language Development Approach

The goal of Napa Valley Unified School District's Language Development Approach (LDA) is to describe evidence-based practices for providing Multilingual Learners with challenging, personalized, high-quality, rigorous, grade-level standards-based instruction that engages, empowers, and inspires learning every day. Such grade-level standards-based instruction is coherent throughout grades TK–12, is anchored in NVUSD's vision for Multilingual Learners, and is aligned to the five principles of quality instruction for English Learners. Further, the LDA is aligned to the teaching and learning expectations reflected in the CA EL Roadmap, the CA ELD Standards, and the CA ELA/ELD Framework.

In particular, this approach calls for students to have ample opportunities to develop core content-area knowledge, analytical practices, and discipline-specific academic uses of language simultaneously. The approach demands that rigorous grade-level instructional expectations are supported with research-informed strategies, such as deliberate and appropriate scaffolds, growth mindset, and formative assessments. Instruction builds on students' cultural and linguistic assets and connects their prior knowledge to new learning. The approach develops students' autonomy and agency by affording students multiple and varied opportunities to engage in academic discourse regularly and comprehend and use language for a variety of purposes.

Of key importance in implementing this approach is a focus on meaning making and interactive, collaborative communication for a variety of purposes, with the goal of having students learn and express understanding of academic content and academic concepts. Students must be actively using and applying complex language in extended, purposeful oral and written exchanges about meaningful ideas in every classroom, every day. This means that students — including Multilingual Learners at all English-language proficiency levels — must have opportunities to participate in discussions with one another, using discipline-specific language, in which they engage in analytical practices of different academic disciplines such as describing, explaining, problem-solving, arguing, and drawing inferences. Multilingual Learners' learning of English is embedded in these academic interactions, rather than separate; language learning and content learning happen simultaneously.

Five Principles of Quality Instruction for English Learners

To address the need to support the development of students' language about complex ideas and processes of thinking in all disciplines — which is essential for all students, but critical for English Learners — NVUSD has adopted five key principles to guide evaluation, analysis, and improvement of effective instruction.

These principles are grounded in sociocultural and sociolinguistic learning theories about how people learn, as well as how they learn in a new language. Together these principles compose a vision of quality

teaching that builds deep conceptual understanding, strong analytical practices, and the language needed to communicate and engage in rigorous discourse and learning.

Underlying NVUSD's Language Development Approach is the foundational understanding that English Learners are valuable members of our education community, and all individuals at every level within the educational system have an active role in ensuring the success and achievement of all the English Learners who attend NVUSD schools.

NVUSD's Language Development Approach is organized around the five key principles outlined in the chart below and described in more detail in the following subsections.[1]

Teachers . . .	Students . . .
1. Sustain academic rigor	• Develop deep disciplinary knowledge and central ideas of a discipline in all their interconnectedness and interrelationships
2. Hold high expectations	• Engage in high-challenge and high-support tasks that provide multiple entry points
3. Engage English Learners in quality interactions	• Engage in interactions that are both sustained and deep and that build knowledge in relevant aspects of the discipline • Engage in dialogue that is not scripted and builds on the participants' ideas to promote deep understanding of concepts
4. Sustain a language focus	• Develop disciplinary language, discussing how language works, and highlighting the characteristics of different genres and subject-specific discourse
5. Develop a quality curriculum (applies across 1–4)	• Move from ambiguity to increasing clarity, building their autonomy through engaging in spiraling development of new concepts, new language, and new skills

1. Sustain Academic Rigor

Sustain academic rigor in teaching English Learners by promoting deep disciplinary knowledge and developing central ideas of a discipline in all their interconnectedness and interrelationships. Central to this principle is the development of students' capacity to use higher-order thinking by teaching them

[1] These five key principles are based on WestEd's Quality Teaching for English Learners (QTEL) Principles of Quality Teaching for English Learners. To stay consistent with the original, the term "English Learner" is used rather than "Multilingual Learner."

how to combine facts, synthesize and evaluate ideas, and generate new meanings and understandings. There is a focus on the substantive and generative concepts and skills in a discipline by encouraging complex subject matter understandings and practices.

To enact this principle, all educators . . .

- provide students with intellectually motivating, challenging, and purposeful tasks, along with the support to meet these tasks;
- develop the central ideas of the discipline, establish complex relations between central ideas, and provide opportunities to develop greater depth of knowledge;
- invite students to combine facts and ideas (through synthesis, evaluation, generalization, etc.) and to solve problems and construct new meanings and understandings;
- develop fundamental and interwoven understandings of central concepts; and
- invite students to become aware of how to construct explanations and arguments in the discipline.

Drawing on Students' Cultural and Linguistic Assets

To support students in grappling with rigorous content, educators empower students to draw on prior knowledge as well as their cultural and linguistic assets. Educators can do this by designing lessons that . . .

- include support for Multilingual Learners to use a wealth of resources in rigorous content learning that connects new learning to prior knowledge;
- invite academic discourse, cultural connections, and home language use through collaborative interactions; and
- provide students with grade-level complex texts and resources in English and their home languages (if necessary), as well as time to process and engage in productive struggle while learning in disciplinary areas.

2. Hold High Expectations

Hold high expectations in teaching English Learners by engaging students in high-challenge and high-support tasks that provide multiple entry points to address the academic and linguistic heterogeneity of the classroom. This principle also considers the scaffolds that facilitate students' entry into and success with activities, as well as promoting apprenticeship and increased participation over time.

To enact this principle, all educators . . .

- develop lessons that include support for English Learners to engage in rigorous content learning that is beyond what students can accomplish on their own;
- provide students with language models for engaging in sustained content-based interactions and co-construction of knowledge;
- purposefully select and sequence activities so that English Learners can participate fully in grade-level learning; and
- design lesson activities that develop knowledge and practices that can be applied in novel applications and move students toward autonomy through metacognitive development.

Scaffolding

Scaffolding is key in supporting students to stretch what they can do. Scaffolding is a skillful, deliberate way to facilitate ever more rigorous disciplinary understanding and literacy with Multilingual Learner students and all students. Scaffolding fosters and sustains an ongoing cycle that buoys students' sense of accomplishment and efficacy. When done well, scaffolding . . .

- is intentional and temporary support designed to help students understand or be able to do something that currently is too difficult for them to do independently;
- sustains students' engagement so that as they persevere, they understand that the tasks are worthy of their attention; and
- helps students dig in to the learning (as opposed to retreating from the learning), and move toward autonomy.

3. Engage English Learners in Quality Interactions

Engage English Learners in quality interactions by engaging them in interactions that are both sustained and deep and that build knowledge in relevant aspects of the discipline. Students and teachers engage in a dialogue that is not scripted and builds on the participants' ideas to promote deep understanding of concepts. Talk is about the subject matter and encourages reasoning, argumentation, questioning, and the generalization of ideas.

To enact this principle, all educators . . .

- provide multiple opportunities for elementary and secondary English Learners to practice both oral and written discourse about new or complex ideas;

- support students to engage in academic discourse that requires the use of language in sustained, content-specific ways; and
- ensure English Learners have multiple opportunities to participate in interactions with teachers and peers that require sustained uses of language specific to particular disciplines to communicate understanding, negotiate meaning, and collaborate in the development and presentation of meaningful products.

Academic Discourse — Oral and Written

Extended and sustained uses of disciplinary language for academic purposes can generally be described as "academic discourse." While it is important for Multilingual Learners to learn, understand, and use components of language such as vocabulary words and grammatical elements at the sentence level (e.g., verb and noun forms and sentence structures), ultimately, students are going to need to be able to communicate fluently using multiple sentences connected to one another to express complex ideas.

The sooner Multilingual Learners begin to use and understand a series of connected sentences to express ideas for academic purposes, the sooner they will be able to tackle grade-level content and concepts. For this reason, this language development approach has a strong focus on learning content and language simultaneously — not waiting until students have mastered all the vocabulary and grammar they need, but rather helping them to learn the vocabulary and grammar that is embedded in the oral and written academic texts that are the basis of students' instruction and interactions in school.

It is important to remember that even while Multilingual Learners are in the early stages of developing their proficiency in English, they are still capable of engaging in high-level cognitive skills such as drawing conclusions, hypothesizing, analyzing, and synthesizing. It is the job of ELD teachers and content teachers to help Multilingual Learners start with the English language they have — as well as the home language they have — and then help them build the additional English they need in order to learn rigorous content and display their knowledge about that content.

Moving From Everyday Language to Academic Language

Often, Multilingual Learners will quickly learn to understand and use spoken English in everyday contexts, such as talking with friends, going shopping, or interacting informally in the classroom. However, this fluency for everyday purposes does not necessarily mean these students are proficient in academic talk for academic purposes. To meet college- and career-ready standards for collaborative conversations and oral presentations, and to build the oral language skills that are the foundation for written language skills, students need frequent opportunities to engage in extended, sustained academic discussions in all subject areas.

Sitting and responding with words and short phrases to questions asked by the teacher is not enough! Nor is responding using complete sentences enough. Multilingual Learners need to actively practice the interactive skills required to engage orally with peers in academic discussions around academic ideas. These oral discussions are also the building blocks for students' written language.

4. Sustain a Language Focus

Sustain a language focus in teaching English Learners by explicitly developing disciplinary language, discussing how language works, and highlighting the characteristics of different genres and subject-specific discourse. In sustaining a language focus, teachers' use of language is amplified, not simplified, for all students, regardless of their level of ability.

To enact this principle, all educators . . .

- develop students' awareness of ways of using language specific to each discipline, such as
    - reasoning or developing arguments,
    - explaining ideas and citing evidence,
    - comprehending and producing texts that communicate conceptual understanding, and
    - engaging in analytical practices;
- maintain a focus on meaning, making connections to language demands of English language arts (ELA) and other content areas, and identifying the language of texts and tasks that are central to the discipline;
- focus on how English works, based on purpose, audience, topic, and text type, with attention to the discourse practices, text organization, grammatical structures, and vocabulary that are used to make meaning; and
- provide students with *judiciously selected* corrective feedback on language usage in ways that are transparent and meaningful to students, while avoiding overcorrection or arbitrary corrective feedback.

Supporting Development of a New Language

How does a focus on language help meet Multilingual Learners' needs as they develop proficiency in their new language? What are some best practices for a focus on language? Gibbons (2015) recommends the following:

Learners need to understand what is said to them and what they read.

Multilingual Learners need to hear and read more advanced language than they are currently able to produce, presented with supports that make the language comprehensible without simplifying it.

Learners need to use the new language themselves.

Multilingual Learners need to use extended language in pair and group activities for academic purposes such as problem-solving that require interactive, collaborative communication.

Learners need opportunities to use "stretched" language.

Multilingual Learners need to speak and write more advanced language than they are currently comfortable with, in situations where they receive support and affirmation for their efforts.

Learners need models of new language, especially the academic registers of school.

Multilingual Learners need to hear and read examples of proficient uses of academic language and have explicit instruction about the structures and processes of creating academic texts, before and during their own production of academic language.

Learners need opportunities to build on the resources of their home language.

Multilingual Learners need opportunities to speak with other students (or the teacher or an aide) in their home language, and (if they have home language literacy) to read and write in their home language. Research shows that use of the home language while learning English does not delay but rather enhances Multilingual Learners' development of proficiency in English (August et al., 2014; Carlo et al., 2004; Llosa et al., 2016; Storch & Wigglesworth, 2012).

Second language learning is facilitated when students are using new language to learn other things, such as subject content.

Humans tend to learn a new language faster and better when it is learned in the context and for the purposes it is most needed. Multilingual Learners can best become proficient in academic English by using the language to learn academic subject content.

5. Develop a Quality Curriculum

Develop a quality curriculum for English Learners that has long-term goals and benchmarks, is task-based, and requires sustained attention beyond a single lesson. The curriculum is spiraling in nature, providing students with multiple opportunities to develop and deepen their understanding over time. Students are called upon to use their cultural and linguistic assets to make connections to new learning.

To enact this principle, all educators . . .

- identify long-, mid-, and short-term goals for the curriculum;
- carefully plan and sequence units and lessons in order to strategically build language proficiency along with content knowledge;
- ensure lessons are grounded in both the CA ELD standards and the content standards;
- provide varied opportunities for English Learners to show their increasing knowledge and abilities in language proficiency and mastery of content; and
- frequently monitor student progress through informal observations and ongoing formative assessment practices — analyzing student writing, work samples, and oral language production in order to prioritize student instructional needs.

Culturally and Linguistically Responsive Teaching

Culturally and linguistically responsive teaching and equity-focused approaches emphasize validating and valuing students' cultural and linguistic heritage — and all other aspects of students' identities — while also ensuring their full development of academic English and their ability to engage meaningfully in a range of academic contexts across the disciplines, as emphasized in the California ELA/ELD Framework (chapter 9, p. 917):

> Culturally and linguistically responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming. Along with improving academic achievement, these approaches to teaching are committed to helping students of color maintain identity and connections with their ethnic groups and communities. It helps develop a sense of personal efficacy, building positive relationships and shared responsibility while they acquire an ethic of success that is compatible with cultural pride. Infusing the history and culture of the students into the curriculum is important for students to maintain personal perceptions of competence and positive school socialization.

3.2 Instructional Models for Multilingual Learners

The challenge of ensuring that all Multilingual Learners dents have the same opportunities to access and learn in a rigorous academic program requires consistent implementation of particular instructional models so that teachers in all classrooms with Multilingual Learners have the tools and strategies to help their students meet college- and career-ready standards in English language arts, mathematics, science, and other subjects. Instructional models that address the needs of Multilingual Learners must take into consideration the educational, linguistic, and social resources these students bring to the classroom and provide them — along with all students — opportunities to engage with the content and with one another to develop the understandings and practices key to each content area, including English language arts (Hopkins, 2017; Kibler, Walqui & Bunch, 2015), mathematics (Moschkovich, 2014; Zhao & Lapuk, 2019), and science (Moore & Schleppegrell, 2020; Lee, Quinn & Valdés, 2013). A strong focus on academic uses of language is of critical importance (Fang & Schleppegrell, 2010; Hull & Moje, 2012; van Lier & Walqui, 2012; Wong Fillmore & Fillmore, 2012).

NVUSD offers two core instructional models: Integrated ELD and Designated ELD. Because all teachers are teachers of Multilingual Learners, all schools must implement Integrated ELD. In addition, all students identified as English Learners at all English language proficiency levels, including Long-Term English Learners, must receive Designated ELD instruction until they are reclassified as Fluent English Proficient. NVUSD also offers three additional models, based on schools' populations and MLL demographics at each school: Dual Language Immersion Program, Newcomer Services, and Intensive Academic ELD Program. These models are outlined in Figure 5 and described in the next pages.

Figure 5: Instructional Models Overview

<table>
<tr><th colspan="3">For all Multilingual Learners, every day:</th></tr>
<tr><th>Integrated English Language Development</th><th colspan="2">Designated English Language Development</th></tr>
<tr><td>• All students, in all classrooms
• High-quality, standards-aligned instruction in all subjects</td><td colspan="2">• All students identified as English Learners (ELs)
• ELD instruction that builds into and from core content</td></tr>
<tr><th colspan="3">For Multilingual Learner subpopulations: Integrated and Designated ELD, plus . . .</th></tr>
<tr><th>Newcomer Services</th><th>Intensive Academic ELD for Long-Term English Learner Students</th><th>Dual Language Immersion Program</th></tr>
<tr><td>• For ELs entering with less than two years of schooling in the United States and at no higher than Emerging Level (ELPAC Level 1)
• Personalized learning plan and extensive instructional support</td><td>• For students classified as ELs for five years more starting in kindergarten
• Intentional and intensive supports to develop academic discourse and literacy</td><td>• For ELs and English-proficient students who desire to achieve literacy in both Spanish and English
• Instruction in both Spanish and English</td></tr>
</table>

Integrated and Designated English Language Development

As noted in the Language Development Approach, it is beneficial, even crucial, for Multilingual Learners to develop proficiency in English at the same time as they are learning academic content. While a focus on learning disciplinary content language and analytical practices — through engaging in academic discourse — does support Multilingual Learners to learn academic English, research suggests that Multilingual Learners also benefit from instruction that focuses strategically on aspects of English they need to learn as learners of English as a new language, during a protected time of the school day just for them. These two contexts for English language development are called Integrated ELD and Designated ELD, respectively.

Integrated ELD

The term "Integrated ELD" refers to ELD throughout the day and across the disciplines. All teachers with Multilingual Learners identified as ELs in their classrooms should use the CA ELD Standards in addition to their focal academic content standards to support their Multilingual Learners' linguistic and academic

progress. Multilingual Learners should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, Multilingual Learners develop an understanding of language as a complex, dynamic, and social resource for making meaning, and they also develop language awareness, including an appreciation for their home language as a valuable resource in its own right and for learning English. Multilingual Learners students demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type.

The goal of Integrated ELD is to support Multilingual Learners in all classrooms as they progress toward English proficiency. This model is implemented in both elementary and secondary schools, as summarized in the following chart.

Integrated ELD Instruction	Placement and Scheduling Considerations	Staffing Considerations
Instruction is grounded in the content standards and the ELD standards. ELD is taught throughout the day and across disciplines.	Students receiving Integrated ELD are . . . ● identified as English Learners (and, by default, non-English Learner students who are in the same classroom); ● Multilingual Learners at all proficiency levels and in any other instructional programs.	● Teachers are EL-certified and possess the competencies listed in the Core Educator Competencies section of this plan. ● Teachers are engaged in professional learning as outlined in the Professional Learning section of this plan. ● Instructional aides/bilingual instructional aides may support individual MLL students or small groups of MLL students, but do not provide core content instruction.

Designated ELD

Designated ELD takes place during a protected time of the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to

develop critical English language skills, knowledge, and abilities needed for content learning in English. This means that Designated ELD should not be viewed as separate and isolated from ELA, science, social studies, mathematics, and other disciplines, but rather as an opportunity during the regular school day to support Multilingual Learners to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas. During this protected time, Multilingual Learners should be actively engaged in collaborative discussions in which they build up their awareness about language and develop their skills and abilities to use language. Accordingly, during Designated ELD, there is a strong emphasis on oral language development. Naturally, Designated ELD instruction will also involve some level of reading and writing tasks as students learn to use English in new ways and develop their awareness of how English works in both spoken and written language.

Note that the protected time may happen inside a mainstream classroom in elementary or secondary school. For example, the content teacher or an ELD teacher could pull aside a group of Multilingual Learners for Designated ELD instruction while the rest of the students are working independently, or as one of several rotating literacy stations. If Designated ELD is scheduled for a group of Multilingual Learners outside their mainstream content classrooms, it must not take place during core academic instruction (English language arts, science, mathematics, and social studies), and it must not substitute for any core academic content instruction.

Content plays a key role in Designated ELD since it is not possible to develop advanced-level English by using texts and tasks that are devoid of the language of academic content topics. However, Designated ELD is not a time to teach (or reteach) content itself. It is a time to focus on the language of the content areas in ways that are closely aligned with what is happening in content instruction.

The goal of Designated ELD is to ensure Multilingual Learners have protected time to build and accelerate the English language and literacy proficiencies they need to engage with and learn academic content. This model is implemented for all Multilingual Learners identified as ELs in elementary and secondary schools, as summarized in the following charts.

Designated ELD Instruction for Elementary Schools

- ELD instruction is grounded in the ELD standards with a focus on developing the *language* of the content areas.
- ELD language-focused content builds into and from *all* content areas.

Elementary School Delivery Options	Placement and Scheduling Considerations	Staffing Considerations
• Multilingual Learners stay in their regular classroom and receive ELD instruction from their regular classroom teacher. • Students are grouped by English language proficiency (ELP) level and grade level and are assigned to or move to teachers qualified to provide instruction for the students' proficiency level.	• Designated ELD takes place during protected time during the regular school day. • Designated ELD should take place during the same time each day. • Multilingual Learners should not be removed from core content instruction (ELA, mathematics, science, and social studies). • Students are grouped by adjacent proficiency levels as much as possible (e.g., Levels 1–2, 3–4). • English Learners in a group should not span more than two grade levels. • Leveled groups should be reconfigured after assessments at the end of each trimester.	• Teachers are EL-certified and possess the competencies listed in the Core Educator Competencies section. • Teachers are engaged in professional learning as outlined in the Professional Learning section. • Instructional aides/bilingual instructional aides may support individual Multilingual Learners or small groups of Multilingual Learners, but do not provide ELD instruction.

Designated ELD Instruction for Secondary Schools

- ELD instruction is grounded in the ELD standards with a focus on developing the *language* of the content areas.
- ELD language-focused content builds into and from *all* content areas.

Secondary School Delivery Options	Placement and Scheduling Considerations	Staffing Considerations
• Core content teachers and ELD teachers co-plan and co-teach in a given class (e.g., ELA, mathematics, science, or social studies) and include dedicated time for Designated ELD instruction. • Multilingual Learners who are not Newcomers receive ELD instruction in their general education classroom from their core teacher or an ELD specialist who comes into the classroom. • Based on student need and school schedules, Multilingual Learners who have recently exited Newcomer status are grouped by English language proficiency (ELP) level and grade level and have a separate period of ELD instruction during non-core instruction time.	• Designated ELD takes place during non-core academic instruction time. • Students are grouped by adjacent proficiency levels as much as possible (e.g., Levels 1–2, 3–4). • Multilingual Learners are grouped by contiguous grade levels, spanning as few grade levels as possible.	• Teachers are EL-certified and possess the competencies listed in the Core Educator Competencies section. • Teachers are engaged in professional learning as outlined in the Professional Learning section. • Instructional aides/bilingual instructional aides may support individual Multilingual Learners or small groups of Multilingual Learners, but do not provide ELD instruction. • ELD teachers and content teachers are provided adequate time for co-planning, co-assessing, and co-reflecting.

Designated ELD Instruction for Secondary Schools		
• ELD instruction is grounded in the ELD standards with a focus on developing the *language* of the content areas. • ELD language-focused content builds into and from *all* content areas.		
Secondary School Delivery Options	**Placement and Scheduling Considerations**	**Staffing Considerations**
Delivery option for Newcomers at Levels 1 and 2: • Students are grouped by ELP level and grade level and have a separate period of ELD instruction. *See the descriptions that follow for details on instructional models for first-year Newcomers and Long-Term English Learners.*		

Newcomer Services

NVUSD defines Newcomers as students identified as English Learners who have less than two years of schooling in the United States and have obtained a score on the ELPAC of no higher than Level 1 (Emerging). Services are offered to Newcomers and students with interrupted formal education (SIFE) in grades 2–12. SIFE are Multilingual Learners who arrive in NVUSD schools with limited or interrupted formal education and low levels of literacy in their native language as well as English. Newcomers are offered services depending on need as they progress from Level 1 through Level 2, or up to two years.

Educating secondary Newcomers, and particularly SIFE, to meet standards and to be college- and career-ready is no small challenge. Yet there are schools that have graduated all types of Newcomers; exemplary practices for Newcomers are described in chapter 6 of the California Department of Education's 2020 publication *Improving Education for Multilingual and English Learner Students: Research to Practice* and in the U.S. Department of Education's 2016 *Newcomer Tool Kit* (see References and Resources section).

The design of NVUSD's Newcomer Services will address the following essential features for high-quality Newcomer programs for Multilingual Learners:

- Integrated and Designated ELD with foundational literacy instruction in English and the home language as needed (see chapter 6 of the CA ELD Standards)

- Strategic staffing
- A program structure that can accommodate mid-year entry of students and that allows flexible, individualized movement through Newcomer and general education course offerings
- Articulation and adherence to clear exit criteria and ongoing, intentional assessment to determine readiness for program exit with follow-through
- Intensive social-emotional supports that draw on strategic community and family partnerships
- Intentional, carefully orchestrated structures that afford opportunities for Newcomers to work collaboratively with more advanced Multilingual Learners and native English speakers
- SIFE support: structures, programming, and instruction that accelerate foundational language, literacy, and numeracy skills
- Professional learning sessions on curriculum development and instructional strategies for all teachers of Newcomers, including ELD and content-area teachers

Students in Newcomer Services spend one to two years receiving additional support in English and basic academic skills. Newcomers may be identified as SIFE through transcript review or a discussion with parents, and they often exhibit low literacy levels in their primary language as well as English. Secondary Newcomers identified as SIFE may need to spend up to two years in building literacy skills both in their native language and in English before enrolling in grade-level academic courses, while still accumulating credits toward graduation. Because it often takes SIFE longer than four years to graduate from high school, NVUSD will continue to educate and support these students to graduation until they turn 21 years of age.

Newcomer instructional services are designed so that students learn in small groups (if possible from teachers familiar with or proficient in students' native language), using a curriculum that is relevant, engaging, and adapted to students' needs. SIFE receive specialized services provided by an instructional team that includes teachers or community members who can support or provide literacy and content instruction in the students' native language. The instructional team would address a number of high-priority needs for this student population because of their gaps in education. These needs include supporting students' language and literacy development, leveraging their home language competencies in their acquisition of English, and building their self-confidence as these adolescents navigate toward high school and future opportunities. Schools regularly assess student competencies (linguistic and academic) from entry through graduation, and adjust instruction, course selection, and support structures in response to these data.

School staff communicate with Newcomers' families frequently and in their home languages, making the families feel welcomed, supported, and informed about how they can support their children's linguistic and academic progress and success. School staff respect the cultures and understand the experiences of Newcomers' families, and gradually build the families' trust and cultivate their involvement. The school

staff go above and beyond in connecting Newcomers and their families with wraparound services related to health, housing, food security, employment, and community resources so that students and their families have successful transitions into their new communities. Students graduate from high school whether it takes them four years or longer.

Teachers recognize that their students' cultural and language assets can be used to formulate and strengthen their understandings, in part through using resources from both languages. Students' assets are employed so that students increase their mastery of content knowledge while moving toward greater fluency in academic English. Deliberate and thoughtful unit and lesson planning among teachers takes place, and there is agreement and consistent implementation regarding how multiple languages are used in classes and how autonomy is developed.

Teachers of SIFE have additional expertise and receive additional capacity development and support on working with district and school staff to analyze student transcripts and histories, identify critical educational gaps, target development of students' foundational skills as needed, and accelerate students' linguistic and academic progress. Teachers also learn how to work with and leverage community partners who can help build students' literacy in home languages beyond those represented among the school's instructional staff.

Newcomer services are staffed by talented and motivated personnel who "think outside the box" in designing learning opportunities specifically for all types of newcomer Multilingual Learners to meet standards and graduate them college- and career-ready. The school establishes structures that are dynamic, creative, and flexible to support student progress and success, and these structures are not bound by the usual class period or school day. They may include block schedules, after-school and weekend tutoring, and looping (i.e., teachers working with the same group of students for two or more years).

Intensive Academic English Language Development for Long-Term English Learners

The goal of the Intensive Academic ELD Program is to support Long-Term English Learners as they progress toward full English proficiency.

This program is designed to address the needs and challenges of students who have been classified as ELs for more than five years. These students, referred to as "LTEL students," have specific needs that have not been consistently or effectively addressed in the instructional services they have received. Research evidence suggests that many LTEL students require rigorous and high-interest learning opportunities and intentional and intensive supports to develop their academic discourse and literacy skills. In particular, a strong focus on academic reading and writing of expository texts is essential for accelerating these students' academic language and literacy skills. In addition, many of these students have become disengaged and passive in the classroom. Specifically, they have not been effectively supported to develop needed discourse and literacy practices, nor have they been explicitly taught study

skills and behaviors associated with academic success and engagement. Instead, “they are passed from grade to grade by educators who don’t know how to engage them and who have varied expectations for their performance” (Olsen, 2014, p. 6).

The Intensive Academic ELD Program offers LTEL students specially designed instructional services to accelerate their academic discourse and literacy. This instruction can take place during Designated ELD time and is aligned to support LTEL students in core courses but does not substitute for them. Instruction is motivating, enriching, and rich in content. Schools may use dynamic, innovative, and flexible structures to support LTEL students such as block scheduling, looping (i.e., teachers working with the same group of students for two or more years), and extended day. Instruction is conducted primarily in English using specific research-informed instructional strategies, while home language support is offered when needed to facilitate achievement of academic English language proficiency.

The Intensive Academic ELD Program includes specially designed instructional services at the upper elementary and secondary levels to ensure that students who have become Long-Term English Learners have rigorous, purposefully scaffolded learning opportunities to accelerate their academic discourse and literacy; safe and risk-encouraging classroom environments; an engaging and supportive school climate that includes strong, caring adult and peer relationships; flexible scheduling and relevant, motivating texts; and a curriculum-wide focus on study skills, metacognition, and varied learning strategies. Students identified for this option receive services that are carefully crafted based on their age/grade level and a carefully developed profile of their assessed strengths and areas for acceleration. Students in grade 5 (upper elementary) may receive additional, intensive academic discourse and literacy support through a “zero period” class with no more than 10 students focused on developing their academic discourse, reading, and writing skills in preparation for middle school curriculum. This class would be aligned to their regular English language arts instruction, not a substitute for it.

Middle school students (grades 6–8) participate in specially designed instruction that makes use of discipline-specific multimodal materials that support core content-area classes at a challenging reading level for students so that academic discourse and literacy development directly support students’ engagement with the grade-level conceptual understandings and analytical practices of content-area classes. This instruction incorporates daily practice in oral and written academic discourse through carefully planned and implemented interactive learning tasks using relevant and interesting age-appropriate materials.

All middle school LTEL students are designated a specific counselor, teacher specialist, or faculty member to monitor their language development, assess progress and achievement of goals for meeting grade-level literacy standards, becoming college- and career-ready, and exiting EL status. All LTEL students and their parents meet at least quarterly with the designated faculty members to review current progress, program placement, assessment results, and goals for meeting the exit criteria and accelerated academic progress targets. The Intensive Academic ELD Program teacher collaborates with all the students’ core content teachers to build capacity, plan units, and regularly monitor students’ progress in those classes.

High school students (grades 9–12) are provided rigorous supports with a sense of urgency to strengthen their academic language and literacy and to ensure they get and stay on track to graduate. At the same time, these students are not isolated, but rather integrated in rigorous college preparatory courses with their English-proficient peers and encouraged to be active participants in their education. They may receive an extra credit-bearing college preparatory course focused on academic reading and writing, oral academic discourse, and study skills. Such courses are designed to motivate learning and expand students' academic content knowledge. They focus, for example, on journalism, theater, psychology, linguistics, college writing, debate, ethnic studies, and contemporary topics that motivate and strengthen students' sense of self-efficacy and expressive capacity. There is also coordination and planning among teachers to support their students' particular needs. Schools also use dynamic, creative, innovative, and flexible scheduling structures to support LTEL students in addition to classes/courses. Block scheduling, looping, after-school and weekend tutoring, and summer school are some of the structures employed to support these students.

Dual Language Immersion Program

NVUSD's Dual Language Immersion Program is a two-way immersion model, in which students develop language, literacy, and academic content in two languages, achieving full bilingualism and biliteracy. Students receive instruction in English and another language in classrooms half composed of fluent English speakers and half composed of fluent speakers of the home language of the Multilingual Learners in the program (the partner language). Students receive high-quality, rigorous, engaging instruction and learning opportunities in every classroom, every day, anchored in the NVUSD Language Development Approach, including both Integrated and Designated ELD. The Dual Language Immersion Model is designed to help students achieve bilingualism, biliteracy, cross-cultural competence, and academic proficiency equal to or above that of students in non-MLL programs. High school students strive to graduate with NVUSD's Seal of Biliteracy.

The Dual Language Immersion Program includes both native or fluent English speakers and Multilingual Learners. The teacher or teachers provide instruction in both English and the partner language. Students learn to read and write first in the non-English partner language; from 2nd to 5th grade, students are taught literacy in both languages. This two-way program provides instruction in the partner language (e.g., Spanish) no less than 50 percent of the time in elementary school and 30 percent of the time in middle school and high school.

The current two-way Dual Language Immersion Program is designed to teach all students the core curriculum in Spanish and English. Multilingual Learners whose home language is Spanish and English Only/Fluent English Proficient students are mixed in the same classroom and receive instruction in both languages. Content subjects are taught in Spanish, with increasing levels of English each year until students are receiving evenly divided Spanish and English instruction in 3rd grade through 5th grade. This program model continues through 8th grade in middle school and in select high school classes.

The goal of the Dual Language Immersion Program is to develop bilingualism and biliteracy for both Multilingual Learners and fluent English speakers. This model is currently offered at two elementary schools, Pueblo Vista Magnet Elementary School and Napa Valley Language Academy; Unidos Middle School; and Napa High School. Key elements of the program are summarized in the following chart.

Dual Language Immersion Program	Placement and Scheduling Considerations	Staffing Considerations
• Students receive language, literacy, and academic content instruction in two languages. • Multilingual Learners identified as English Learners receive instruction in both Integrated ELD and Designated ELD. • High school students strive to graduate with NVUSD's Seal of Biliteracy.	• Classrooms are half composed of fluent English speakers and half composed of fluent speakers of the home language of the Multilingual Learners in the program (partner language). • Instruction is provided in the partner language (e.g., Spanish) for no less than 50% of time in elementary school and 30% of the time in middle school and high school.	• Teachers have Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certification and possess the competencies listed in the Core Educator Competencies section. • Teachers have relevant elementary or secondary certification in the language and subject(s) for which they provide instruction. • Teachers are engaged in professional learning as outlined in the Professional Learning section. • Instructional aides/bilingual instructional aides may support individual EL students or small groups of EL students, but do not provide ELD or content instruction. • If two or more teachers provide instruction in content (in English and the partner language), and/or for Designated ELD, teachers are provided adequate time for co-planning, co-assessing, and co-reflecting.

3.3 Core Educator Competencies

To incorporate the Language Development Approach and implement the Instructional Program Models, educators need to possess particular dispositions and skills. The Core Educator Competencies described in this section constitute the essential dispositions and skills for rigorous grade-level standards-based instruction that all educators need to be effective teachers of Multilingual Learners. The majority of NVUSD's Multilingual Learners are placed in classrooms with teachers who can benefit from better understanding of English language development and how to appropriately scaffold core content instruction for Multilingual Learners that meets grade-level expectations for academic rigor. To address this challenge, all educators will be expected to meet the Core Educator Competencies defined here. These competencies are aligned to the NVUSD Vision and Core Beliefs for Multilingual Learners, CA ELD Standards, CA ELA/ELD Framework, and CA EL Roadmap.

Teacher competencies needed to provide Multilingual Learners with high-quality educational opportunities include the following.

Asset-Based Instruction

- Teachers value students' native language(s) and use it as an entry point when and where needed, whether or not the teacher speaks students' native language.
- Teachers design instruction that leverages Multilingual Learners' experiences, perspectives, strengths, needs, home language(s), cultural assets, prior knowledge, and English language proficiency to accelerate disciplinary content and language learning.
- Teachers design and foster multiple learning opportunities centered on students' interests, aspirations, and achievements that build partnerships with parents.
- Teachers communicate with families to gather a social history in order to gain a better understanding of student needs (academic and socioemotional).

High-Challenge and High-Support Learning Opportunities

- Teachers apprentice Multilingual Learners into the academic practices of each disciplinary area through scaffolding that is deliberately constructed, temporary, and intentional in developing students' potential and autonomy.
- Teachers provide opportunities for students to engage in linguistically complex and content-rich tasks and are masterful and intentional about the use of supports enabling students to productively struggle as they work beyond their current ability.

- Teachers engage in explicit instruction of the characteristics of disciplinary discourse when designing instructional tasks including scaffolds for Multilingual Learners that do not diminish their engagement with complex concepts and texts.
- Teachers enable students to engage in oral and written discourse, in which they argue from evidence, present explanations, describe their reasoning, make conjectures, justify conclusions, and validate findings.

Curriculum Materials and Expectations

- All classroom libraries contain age-, grade-, and content-appropriate books and materials in English and the students' native language.
- Teachers provide a variety of complex texts and instructional materials in Multilingual Learners' home languages for each discipline that challenge students to build and expand their current literacy, language, and content knowledge.
- Teachers communicate clearly to students the academic expectations (i.e., goals, objectives, and their rationale), ultimately strengthening students' metacognitive abilities.

Assessment and Continuous Improvement

- Teachers enact formative assessment practices by providing students with timely and useful feedback and encouraging students to reflect on their own learning and thinking.
- Teachers adapt assessment practices linguistically so that Multilingual Learners can show their conceptual understanding.
- Teachers use formative and summative assessment results to improve instruction.
- Teachers review and use data collaboratively (nativity, prior schooling, native language and English proficiency, prior instruction in the discipline, etc.) when planning instruction for individual student needs.

Certifications

- All teachers must be appropriately certified with a Cross-cultural, Language and Academic Development (CLAD) or equivalent EL certification (see the California Commission on Teacher Credentialing website for details).
- Elementary ELD teachers are EL-certified and have a multiple subject credential.
- Secondary ELD teachers are EL-certified and credentialed for the grade level and content.

- Instructional aides/bilingual instructional aides may support individual Multilingual Learners or small groups of Multilingual Learners, but do not provide ELD or content instruction.
- All teachers in dual language programs must be appropriately certified with a BCLAD or equivalent.

Implementation of the MLL Master Plan is a shared responsibility among and between district and school leaders and administrators in addition to all teachers of Multilingual Learners. Core Educator Competencies for rigorous grade-level standards-based instruction that all school leaders need to develop and apply in their leadership practices with Multilingual Learners are listed next.

School Leader Core Competencies

School leader competencies needed to provide Multilingual Learners with high-quality educational opportunities, structures, and supports include the following.

Vision for Multilingual Learners: Responsive Instruction and Curriculum

- School leaders carry out the district's vision for Multilingual Learners and have clear and high expectations for all Multilingual Learners.
- School leaders use research to inform service delivery models for Multilingual Learners that yield high-quality instruction.

Resources: Funding and Professional Learning

- School leaders ensure that human and fiscal resources, including technology, are maximized for discipline-specific learning, language, and literacy development.
- School leaders ensure that all teachers of Multilingual Learners receive continuous professional development, including coaching, on discipline-specific content and language development.
- School leaders provide job-embedded, site-specific professional development on ways to differentiate instruction for subgroups of Multilingual Learners.

School Environment

- School leaders design and create a culture where teachers are afforded the time to differentiate for language and content, bridging the gap that Multilingual Learners may have from their monolingual peers.
- School leaders create and structure professional development, inquiry teamwork, and common planning time that uses the available data around student literacy and content-area achievement to drive curriculum and lesson development.
- School leaders create opportunities that strengthen the capacity of parents of Multilingual Learners to support learning, language, and literacy discipline.

- School leaders schedule Multilingual Learners so that subject matter specialists who are skilled with strategies to support Multilingual Learners instruct them.

Data Used to Diagnose and Inform

- School leaders collect data to inform culturally relevant curriculum and instructional practices.
- School leaders create profiles of different types of Multilingual Learners to inform overall professional development plans and areas of focus.

District Leader Core Competencies

District leader competencies needed to provide Multilingual Learners with high-quality educational opportunities, structures, and supports include the following.

Vision for Multilingual Learners: Responsive and Rigorous Instruction and Curriculum

- District leaders create and hold an instructional vision for Multilingual Learners that affords them standards-aligned instruction for college and career readiness.
- District leaders focus the socioemotional resources to support rigorous academic instruction.
- Curriculum guides integrate content- and discipline-specific language development competencies and literacies in their scope and sequence, sample lessons, and units.

Resources: Funding and Professional Learning

- District leaders intentionally set aside district and site funds to make the MLL vision a reality.
- District leaders design a research-based scope and sequence of professional learning opportunities that brings ELD and bilingual teachers; content-area teachers; and central office, district, and school leaders together for learning and inquiry experiences that build their capacity to educate Multilingual Learners to grade-level standards.
- District leaders recruit, hire, and develop highly qualified staff with ELD expertise.
- District leaders ensure that bilingual teachers have professional learning opportunities designed to enrich their content- and discipline-specific language and literacy fluency in native languages.

District Environment Supportive of Quality Instruction

- District evaluation tools, protocols, and processes for all teachers and leaders integrate content and academic language and literacies.
- District leaders build a culture of collaborative inquiry through professional learning that brings a focus to MLL subgroups and helps build capacity for quality teaching.

Data Used to Diagnose and Inform

- The district invests in, creates, and provides robust data collection and reporting systems concerning student literacy and content-area achievement and ensures that appropriate educational partners can access and analyze data relevant to Multilingual Learner performance and progress.
- District leaders identify and/or create tools to observe evidence of the rigorous content- and discipline-specific discourse in practice and showcase leaders and teachers who have expertise in ELD.

- The district establishes an intake process for Multilingual Learners so that baseline assessments in the native language and English language proficiency can be obtained from students and education histories can be documented.

Developing Leadership Expertise to Work with Multilingual Learners

The instructional shifts required to help students meet the rigors of the CA ELD Standards and content standards involve many elements requiring active use of language, as students are expected to engage in explanation and reasoning as they go about their learning. This requirement poses a challenge for all students, but especially for Multilingual Learners who come with a diverse array of backgrounds. NVUSD's Master Plan for Multilingual Learners aims to clarify expectations for educators, define a coherent language development approach, and clarify instructional models for the delivery of high-quality instruction for all Multilingual Learners. In addition, the plan offers a pathway to support the implementation of changes in policy, programs, and practices.

The Master Plan for Multilingual Learners emphasizes that the success of Multilingual Learners is the responsibility of all teachers and leaders, not just those traditionally in roles of ELD or bilingual education. Schools are expected to engage all Multilingual Learners in instruction that is grade-appropriate and academically rigorous, while at the same time paying attention to the social and emotional needs of the students.

To acquire the complex skills needed to achieve in school and beyond, Multilingual Learners must be apprenticed into academic and disciplinary practices while using a language that they are still developing. Yet to support simultaneous learning of language, analytical practices, and content requires major shifts in educator expertise and practices, including moving from viewing learning as an individual process to seeing it as a socially engaged one; from looking at language learning as the linear development of correct grammar and vocabulary to seeing it as a nonlinear, complex process focused on comprehension and communication; and from teaching language in and of itself to supporting students' participation in activities that develop disciplinary understanding, literacy, and language use at the same time.

For these shifts to happen, educators need to understand how to design, implement, and recognize rigorous, generative instruction for all their students. Educators need to integrate language, literacy, and content instruction to accelerate the development of English language learners and all other students. District and site leadership, along with ELD specialists, need sustained professional development to build the expertise — knowledge and situated practice — to design and implement instruction that (1) integrates conceptual, analytic, and language practices in tandem; (2) builds on student's prior knowledge and experiences; and (3) develops learner agency and autonomy.

To initiate the implementation of the Master Plan for Multilingual Learners, we will need to build the expertise of educators to help their Multilingual Learners develop the critical skills to succeed in today's complex world. We will start by building the capacity of the MLL Leadership Team by designing and

providing a sustained professional learning series to develop the team's expertise in working with Multilingual Learners. This team will then spearhead professional learning and continuous improvement efforts at school sites, advancing building-based Instructional Leadership Teams. While engaged in the first year of ongoing capacity-building activities, the MLL Leadership Team will support a set of selected trailblazer schools. In the next year, the team will begin to support all schools.

3.4 Professional Learning Structure

NVUSD's Professional Learning Structure supports implementation of the Master Plan for Multilingual Learners. Accordingly, the professional learning plan aligns with the Vision and Core Beliefs for Multilingual Learners, as well as with the Language Development Approach and CA ELD Standards. What teachers gain from engaging in this sustained, onsite professional learning will assist them in planning for and enacting research-informed practices that develop Multilingual Learners' capacities to fully participate in rigorous learning opportunities across content areas in all NVUSD schools.

Professional learning must enable teachers to develop both the dispositions and capacities to serve all Multilingual Learners effectively. Professional learning sessions need to be designed intentionally, highlighting and leveraging interrelationships among content-area understandings, analytical practices, and the language needed for engagement with each content area's conceptual and practice demands. Professional learning designs must recognize educators' diversity and start from a recognition that teacher inquiry provides a powerful framework for teacher learning. Teachers need to develop a deep understanding of subject matter content knowledge and subject matter pedagogy that incorporates an understanding of the language practices needed to engage in the discipline(s). Teachers also need to develop a profound understanding of second language development and strategies for teaching Multilingual Learners, preferably with applications within the specific subject matter area(s) they are called upon to teach. In addition to linguistic knowledge that sensitizes them to the nature of language and its uses, teachers need to learn about approaches to language learning that can build bridges between students' native language knowledge and their evolving acquisition of a new language in an academic context.

Teachers need time to closely examine the CA ELD Standards and content standards, including the kinds of learning tasks students will be expected to undertake in progressing through the standards and demonstrating their knowledge and capacities. Teachers also need to learn how to calibrate the content and language demands of these tasks, as they learn to build curriculum, lessons, and assignments, as well as how to create temporary scaffolds that enable students to actively engage in and productively carry out learning tasks. Just as students learn by doing, teachers also learn about practice through practice. Thus, professional learning sessions will call on teachers to implement structured assignments that allow the application of theory to practice. Activities will engage teachers in assessing students, designing lessons, trying out strategies, evaluating outcomes, and continuously reflecting with expert guidance on what they are learning.

Therefore, professional learning will be organized and staged to leverage NVUSD resources and build systemwide capacity to continuously improve teaching and learning for Multilingual Learners throughout the system. The Professional Learning Structure calls for cohorts to engage in a learning journey that includes building, implementing, and refining new knowledge and strategies through a combination of ongoing structured institutes and onsite professional learning sessions delivered by site-based Instructional Leadership Teams throughout each year.

In sum, new and deeper academic content and language learning demands on students will require new skills from teachers and school leaders. Implementation of the CA ELD Standards through Integrated and Designated ELD has amplified challenges even for educators who have been successful with traditional supports and programs. Our district will therefore need to take up more ambitious and creative capacity-building initiatives that strengthen and integrate the development of subject matter teaching strategies with second language and literacy development strategies. This will require . . .

- new partnerships — both pre-service and in-service;
- new structures for collaboration focused on problems of pedagogical and instructional leadership practice;
- new opportunities to engage in practice with feedback and strategic coaching from mentors; and
- sufficient time to engage content, pedagogical practice, second-language development, and disciplinary literacy experts in the design and delivery of strengthened teacher preparation and professional learning.

Our district will provide multiple and sustained opportunities for the deliberate integration of resources and expertise to deepen and accelerate teacher learning and pedagogical practice that leads to strengthened learning opportunities and outcomes for Multilingual Learners.

Leadership Structure at a Glance

The MLL Leadership Team will . . .

suggest adjustments, troubleshoot emerging issues, support implementation, and report to the Superintendent, School Board, and community twice a year;

include 15 to 20 strategic leaders;

be led by the Assistant Superintendent, Instructional Services;

be supported by the Directors of Curriculum, Instruction, and English Learner Services, Elementary and Secondary; and

meet quarterly during the first two years of implementation and thereafter every semester.

Our communication strategies include:

Semiannual reports to the Superintendent, School Board, and community

Annual summary

Monthly newsletter posted online

Regular communication posts from educator cohorts

Videos and stories highlighting the experiences of Multilingual Learners and families



Performance targets will mark our **benchmarks** for Multilingual Learners identified as ELs and former ELs in these areas:

Increase the rate of ELs who achieve at or above state academic standards

Increase annually the rate of language gains of ELs

Increase EL enrollment in Advanced Learner Programs and Services (ALPS)

Decrease annually the long-term EL rate in middle and high schools

Increase the expertise of all teachers in Integrated and Designated ELD instruction

Increase advocacy and involvement of parents and families of Multilingual Learners

4. Leadership Structure

The NVUSD Master Plan for Multilingual Learners is designed to ensure that our planned Strategic Objectives and High-Leverage Strategies are implemented, that practice is continually improving, and that all educational partners are learning to increase their effectiveness within the system. To accomplish this, NVUSD will establish a **MLL Leadership Team**, a set of critical annual **benchmarks** to measure progress, and a set of **communication strategies** to share progress. This structure is illustrated in Figure 6 and discussed further in this section.

Figure 6: Leadership Structure



MLL Leadership Team

To oversee implementation of the Master Plan for Multilingual Learners, a MLL Leadership Team will be established to periodically review the progress, accomplishments, and challenges that the district is experiencing. The MLL Leadership Team will suggest adjustments, troubleshoot emerging issues, support implementation, and report to the Superintendent, School Board, and community twice a year. The MLL Leadership Team will include representatives from key educational partners as well as district leaders who are responsible for leading key areas of change within the system.

The MLL Leadership Team is responsible for maximizing the success potential of the Master Plan for Multilingual Learners and also shares accountability for its outcomes and impact. Members of the MLL Leadership Team have the responsibility to leverage internal and external resources and expertise to strengthen plan implementation. They will also remove barriers and create coherence between plan

strategies and other district improvement initiatives. They will establish yearly implementation priorities and performance targets upon the review of semiannual progress reports from the department and program leaders who share responsibility and accountability for the plan's success.

The MLL Leadership Team will be composed of the 15 to 20 strategic leaders who have substantial access to resources and expertise that can further the plan's implementation. The committee will be led by the Assistant Superintendent, Instructional Services, with support from the Directors of Curriculum, Instruction, and English Learner Services, Elementary and Secondary. Committee members will include a community representative, a teacher representative, and a parent representative. The committee's membership will also include the leadership of the following departments and programs:

- Student Services
- Intervention and Prevention Services
- Migrant Education
- District Academic Specialists
- Magnet Grant Project
- Special Education
- Data and Assessment Services
- Parent Communications and Engagement
- Communications Office

The MLL Leadership Team will meet quarterly during the first two years of implementation and thereafter every semester. Materials for the meetings will be prepared by the Directors of Curriculum, Instruction, and English Learner Services, Elementary and Secondary, and will include the accomplishments — as well as the challenges — of implementation. Each meeting will tackle a critical element of implementation. That element will be studied using a problem-solving approach to reach a potential solution that will be tested and reported upon in subsequent meetings. This collaborative inquiry and learning approach, focused on a problem of practice, will drive the implementation and continuous improvement process.

Benchmarks

The Master Plan for Multilingual Learners is designed to significantly improve the quality of instruction for Multilingual Learners by addressing the essential elements within a school system that influence Multilingual Learner access to high-quality education. The Strategic Drivers discussed earlier must be implemented throughout the district to maximize Multilingual Learners' potential and reach NVUSD's

ambitious improvement goals for Multilingual Learners. The goals listed here are aligned to NVUSD's Theory of Action included in this plan and describe distinct outcomes for Multilingual Learners.

Napa Valley Unified School District will strive to meet or exceed the following goals over the next five years:

- Increase the rate of Multilingual Learners who achieve at or above state academic standards
- Increase annually the rate of language gains of Multilingual Learners
- Increase MLL representation in advanced learner programs
- Decrease annually the LTEL rate in middle and high schools
- Increase the expertise of all teachers in Integrated and Designated ELD instruction.
- Increase advocacy and involvement of parents and families of Multilingual Learners

These ambitious goals will be reached as NVUSD deepens its implementation of new practices and policies. Each of these goals require steady and deliberate attention throughout the implementation of the plan. The indicators described on the previous page will be the outcome of multiple strategies coming together in coherent ways to maximize impact. It is therefore imperative that NVUSD regularly evaluate the impact of its implementation efforts and the results. The MLL Leadership Team will review the data to evaluate progress and make adjustments to the plan. Through a data inquiry process that regularly evaluates the implementation of the plan and the student outcome, the system's leaders will learn how to improve the impact of the Implementation Plan.

Evaluation of Plan Implementation

NVUSD will establish a set of plan implementation targets aligned to the staging of the plan and identify those individuals responsible for leading the work to monitor progress regularly and present results and impact twice a year. The implementation targets will be aligned to yearly implementation efforts, in addition to overarching continuous improvement areas. Implementation of the full plan is expected to take five years at a minimum. Examples of plan benchmarks include:

- Percentage of NVUSD educators who have received 8–14 hours of professional learning to understand the Master Plan for Multilingual Learners — including the Vision and Core Beliefs for Multilingual Learners, Language Development Approach, Core Educator Competencies, Instructional Program Models, and Strategic Objectives — by spring 2023 and by spring 2024
- Percentage of NVUSD teachers who understand and use the ELPAC and CAASPP assessment results to inform their instructional program and curriculum planning for Multilingual Learners by fall 2023, fall 2024, fall 2025, fall 2026, and fall 2027

- Percentage of NVUSD schools that have implemented strong Instructional Program Models, with teachers who are implementing practices aligned to the Language Development Approach, by spring 2023, spring 2024, spring 2025, spring 2026, and spring 2027
- Percentage of schools with site-based Instructional Leadership Teams that use evidence of learning to inform pedagogical improvements by spring 2023, fall 2023, spring 2024, fall 2024, spring 2025, fall 2025, and spring 2025
- Percentage of MLL parents who report feeling welcome and involved in the school and district by spring 2023, fall 2023, spring 2024, fall 2024, spring 2025, fall 2025, and spring 2025
- Percentage of MLL parents who report knowing how to support their child toward college- and career-ready graduation by fall 2023, fall 2024, fall 2025, fall 2026, and fall 2027
- Percentage of Multilingual Learners who report receiving extended language and academic supports and instructional time by fall 2023, spring 2024, fall 2024, spring 2025, fall 2025, and spring 2025
- Percentage of high school Multilingual Learners who are on track to graduate in four years by fall 2023, spring 2024, fall 2024, spring 2025, fall 2025, and spring 2025
- Percentage of growth in Dual Language Immersion Program enrollment throughout the district by fall 2023, fall 2024, fall 2025, fall 2026 and fall 2027

Evaluation of Outcomes

NVUSD will also establish a set of performance targets and assign those responsible for student performance to monitor progress regularly and present results and impact once a year. Some performance targets for Multilingual Learners include:

- English language proficiency performance gains
- English language arts and mathematics academic performance gains
- College preparatory courses and ALPS enrollment and completion rates
- Long-Term English Learner rates
- Graduation rates
- Dropout rates

By examining the data to assess impact and to explore the challenges and opportunities that influence results, NVUSD leaders will be engaged in continuously assessing and learning. NVUSD leaders will learn what is working where and why. This information will afford us the opportunity to make corrections, invest strategically, and continuously accelerate change and positive impact.

Communication Strategies

NVUSD will develop several processes and tools to communicate the progress and impact of implementing the Master Plan for Multilingual Learners. Some communication strategies include:

- Annual reports to the Superintendent, School Board, and community
- Annual summary of major accomplishments, emerging or enduring challenges, and next steps
- Monthly newsletter posted online describing promising practices and insights from implementation practices at schools or the district central office
- Regular communication posts from educator cohorts engaged in implementing new practices on their emerging issues and insights, so that cohorts learn from one another
- Videos and stories of the diverse activities implemented and their impact on Multilingual Learners and their families

We expect to share what is learned to help school communities adopt and adapt successful practices in their contexts. We also want to share lessons learned from ineffective efforts to minimize poor investments. By creating structures and resources to grow and accelerate learning across the system, we expect to increase learning gains for students and adults.

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Appendix

Part 1: Identification, Assessment, Parent Notification, and Program Placement

Napa Valley Unified School District ensures that students are appropriately assessed, identified, and placed in the most appropriate instructional setting. Parents are notified of initial identification and program options, and are consulted for program placement.

Identification

Home Language Survey

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. To gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children. The HLS is part of the Napa Valley Unified School District's (NVUSD) registration process in School Mint. The HLS information will assist schools in providing appropriate instruction for all students. All students whose HLS indicates a language other than or in addition to English must be assessed in English language proficiency, using the Initial English Language Proficiency Assessment for California (ELPAC). Parents are notified of the student's English Learner status, and, if the student is deemed to be an English Learner, the child is placed in services and classes that are designed specifically for students whose English language proficiency is still developing. The only exception would be in the event the child entered school with an Individualized Education Program (IEP), which outlines placement and language goals for the student. In these cases, an IEP dictates student placement and services. If the answers to items on the HLS are only "English," the child is classified initially as English Only (EO).

Assessment

English Language Proficiency Assessment

Initial Identification

Students who have enrolled in a California public school for the first time and whose parent/guardian has indicated that a language other than English is spoken in the home will be assessed with the Initial ELPAC within 30 calendar days from enrollment. The purpose of the Initial ELPAC is to identify whether the student is Initially Fluent English Proficient (IFEP) or if the student is an English Learner (EL). Once the

student is identified, parents/guardians are notified, and the child is placed in the appropriate classes. The assessment window for the Initial ELPAC is July 1–June 30.

Correction of Classification

New policy with the Initial ELPAC allows educational partners (both district and family) to request a Correction of Classification. A Correction of Classification is a request made by district employees and/or family members to challenge the student's current English language proficiency status. It can be requested after the Initial ELPAC has been administered but before the Summative ELPAC is administered. In rare cases, a correction of classification can be initiated after the completion of the summative ELPAC. A Correction of Classification can also be a request to administer the Initial ELPAC when parents/guardians have indicated on the HLS that only English is spoken in the home, but the student cannot fully participate in grade-level appropriate classroom activities because of language. In either case, whether the Correction of Classification is being requested by a teacher or a family member, the due diligence process is locally defined. In NVUSD, when a student's English proficiency is challenged, certain student-generated metrics aligned with the Reclassification Process are collected and reviewed including ELPAC scores, Star Reading scores, feedback from families and school staff, etc.

Annual Identification

Each year, students who are English Learners will take the Summative ELPAC test to measure their progress in learning English. The Summative ELPAC is administered February 1 to May 31. English Learners are Reclassified to Fluent English Proficient (RFEP) using locally determined criteria when ELPAC scores meet the minimum cut points for proficiency. The California Department of Education (CDE), Language and Policy Division, has implemented a unified set of Reclassification Criteria. The first criteria mandate is the proficiency level for the ELPAC that a student must earn to be eligible for reclassification out of English-Learner Services. That level is Level 4, the highest level on the ELPAC assessment.

Provisions for Special Education Students

Alternative Assessment

Once EL students receiving Special Education Services have participated in the Initial ELPAC, it may be recommended that they participate in an alternative language proficiency assessment. These students can then participate in California's Alternate ELPAC rather than the general summative ELPAC if it is determined by the IEP team that the alternate test is most appropriate for the student.

Alternative Reclassification

EL students receiving Special Education Services may also be eligible for the Alternative Reclassification Process. Alternative Reclassification is appropriate for (1) students who have severe cognitive delays, brain trauma, and/or a language-based disorder that precludes them from developing the language necessary to reclassify through standard procedures; and (2) students with mild disabilities that prevent them from meeting Reclassification Criteria, including, but not limited to, language disorders, reading or

processing disorders, and language-based disorders. EL students receiving Special Education Services for math would not be appropriate candidates for Alternative Reclassification.

Important note: While students who qualify for Alternative Reclassification may not be able to meet standard Reclassification Criteria, they should be showing growth, either in the IEP goals or in other metrics, even if those metrics don't demonstrate proficiency per se. The Alternative Reclassification Process assumes that all students can learn and show growth, regardless of disability. Special Education students who are not showing growth on any indicators are not eligible for Alternative Reclassification. Instead, IEP goals must be revised to better serve the student's learning needs.

Notification

Notification of Initial Assessment Results and Student Placement

Parents whose children speak a language other than English must be notified no later than 30 calendar days after enrollment of their child's initial English proficiency and program placement recommendation. Results of the initial assessment are sent to the family via ParentSquare. The letter to the family includes student scores, program recommendations, and information relative to the Initial ELPAC.

Language proficiency, program placement, and services are entered for each student in the Student Information System (SIS), Aeries database, by school and district staff. In addition, the results are provided to the child's teacher(s). A copy of the Home Language Survey, Initial ELPAC score report, TK–12 Initial Registration, and Initial Parent Notification form are placed in the student's Cumulative Record File (CUM) by the site secretary. The principal and designee are responsible for monitoring language proficiency, program placement, and services data.

Program Placement

Placement of Students

Napa Valley Unified School District uses several program models to serve students who are English Learners. Students enter with varying levels of English language proficiency; therefore, it is imperative that English Learners be placed in the instructional program that is best suited for their represented needs. Teachers work closely with the parents/guardians to explain the instructional options and report student progress regularly. Parental involvement in decisions regarding the education of their children is necessary and critical to their children's academic success. District- and site-based English Learner Advisory Committees (ELACs) are groups where parents can learn about and make suggestions for services to English Learners, including English language proficiency and reclassification.

Instructional Programs in NVUSD

Upon initial enrollment, placement of the students into programs is based on English proficiency assessment results. Using information from this assessment and program placement recommendations, the student is placed in the most appropriate instructional setting.

Figure 1.1: Instructional Programs for English Learners

<table>
<tr><th colspan="3">For all Multilingual Learners, every day:</th></tr>
<tr><th colspan="2">Integrated English Language Development</th><th>Designated English Language Development</th></tr>
<tr><td colspan="2">• All students, in all classrooms
• High-quality standards aligned instruction in all subjects</td><td>• All students identified as English Learners
• ELD instruction that builds into and from core content</td></tr>
<tr><th colspan="3">For Multilingual Learner subpopulations: Integrated and Designated ELD, plus . . .</th></tr>
<tr><th>Newcomer Services</th><th>Intensive Academic ELD for LTELs</th><th>Dual Language Immersion Program</th></tr>
<tr><td>• For ELs entering with less than two years of schooling in the US and at no higher than Emerging Level (ELPAC Level 1; students may receive services as they progress through Level 2)
• Personalized learning plan and extensive instructional support</td><td>• For students classified as ELs for five years or more
• Intentional and intensive supports to develop academic discourse and literacy</td><td>• For ELs and English proficient students who desire to achieve literacy in both Spanish and English
• Instruction in both Spanish and English

Currently offered at Pueblo Vista Magnet Elementary School, Napa Valley Language Academy, Unidos Middle School, and Napa High School.</td></tr>
</table>

Criteria for Placement

Criteria considered for program placement of English Learners include English language fluency, years of schooling, prior program placements, documented special educational needs, and other factors. English language fluency is a critical factor in determining program placement of English Learners. Based on ELPAC performance, students at Levels 1, 2, 3, and 4 will be placed in ELD classes and services based on their language needs. ELPAC Levels 1 and 2 are levels demonstrating early stages of English acquisition.

Students in Levels 1 and 2 are placed in ELD classes that support language development commensurate with the beginning and early intermediate stages of fluency. ELPAC Levels 3 and 4 are demonstrative of intermediate and fluent English acquisition. ELD instruction for these students reflects their language needs with a greater focus on reading complex texts and transferring critical thinking to writing. The student is assigned to an appropriate instructional program with consideration given to parent input.

Options for Program Placement of English Learners in NVUSD

Students who do not meet all Reclassification Criteria are considered English Learners and require ELD placement. All English Learners must receive instruction in both Integrated and Designated ELD. Primary language support and other types of support services are provided as needed and as resources allow (see section 3.2 of the main Master Plan for Multilingual Learners for support services descriptions). The student is assigned to an appropriate program with consideration given to parent input.

For students who meet reclassification criteria, either through the Initial ELPAC exam (Initially Fluent Proficient, or IFEP) or after taking the Summative exam (Reclassified to Fluent English Proficient, or RFEP), the default placement is in the mainstream program. Additional support services may be recommended as appropriate, depending on the student's academic needs.

Notification of Annual Assessment Results and Student Placement

Parents of students identified as English Learners must be notified of the child's English proficiency and program placement no later than 30 calendar days after the beginning of the school year. Parents are sent a copy of the Initial/Annual Parent Notification Federal Title III and State Requirements letter. This written notification is available in English and in Spanish. (Note: California Education Code [EC] Section 48985 states that when 15% or more of the students enrolled in a public school speak a single primary language other than English, a school is required to send home parental notifications in both English and the non-English language.) Parents may request a conference with the site principal to clarify any questions as needed and/or discuss any concerns parents may have regarding testing results or program placement recommendations.

Transfer Students

To ensure appropriate placement, each student's relevant assessment, academic progress, and placement information will be entered into the Student Information System (SIS) within thirty (30) calendar days of enrollment by school and district staff.

Transfers between NVUSD Schools

Intradistrict transfer requests are initiated through the NVUSD Enrollment Center, typically by a parent. All data regarding the student's English Learner assessment history (current scores, current placement, records of academic progress, and interventions) are sent to the receiving school. Before approving the intradistrict transfer request, the site principal and/or designee is responsible for reviewing the student's records (including information in NVUSD's database system) and ensuring that the student will be properly placed in the appropriate type of instructional program, as specified in the student's current records. All intradistrict requests receive final approval from NVUSD's Enrollment Center.

Transfers from Other California Schools

Students transferring into NVUSD from another district within the state will have retrievable records in the California Longitudinal Pupil Achievement Data System (CALPADS). If students have already been identified for EL services, they do not need to go through the NVUSD initial identification process.

Once records are obtained, the appropriate information is entered into the NVUSD's student information system by district data services staff and shared with site administrators and the classroom teacher(s).

Transfers from Out of State or from Other Countries (Foreign Exchange Students)

The language assessment, classification, and placement process described above will be followed for students entering the district who are new to the state or from another country. The student's district

enrollment date is entered into the student's records and the student database system as the date the student first enrolled in a California school and the date the student first enrolled in a U.S. school. The student will be placed in the grade level that is aligned with the district's TK–12 age/grade placement requirements. All other timelines regarding language proficiency assessment and parent notification apply.

Part 2: Instructional Programs

Napa Valley Unified School District provides instructional services to English Learners to ensure that they acquire English language proficiency and academic achievement in all areas of the curriculum.

Instructional Settings for English Learners (TK–12)

The district offers English Learners the program options and instructional settings outlined in Figure 1.1: Instructional Programs for English Learners and described in detail in section 3.2 of the main Master Plan for Multilingual Learners.

Advanced Learner Programs and Services

Napa Valley Unified School District is committed to ensuring equity in its Advanced Learner Programs and Services (ALPS). The district ensures equal access to all English Learners through its identification, referral process, and testing and teaching methodologies for advanced learners. It is the intent of the Data and Assessment Services Department and Instructional Support Services Department to ensure identification of students from varying backgrounds. Multiple criteria are employed to ensure that giftedness and talent are not overlooked because of a lack of English language proficiency or among students who may not be experiencing academic success. All students will be tested starting in grade 3 (or per teacher or parent request before or after grade 3) through teacher and/or parent referral. Site administrators and/or site designee ALPS coordinators work with school staff and parents to inform all about ALPS and the referral and testing process for ALPS. The district ALPS administrator and the site administrators monitor ALPS services. All ALPS requirements must follow the Federal Program Monitoring (FPM) regulations and local Board policies.

Commitment to Special Education Services

English Learners have access to Special Education Services just as all other students in the district do. Careful review of all referrals by the Multi Tiered System of Support (MTSS) Team takes place first. The MTSS process includes classroom level prereferral interventions, Tier 2 modifications and interventions, review of student records, verification of current hearing and vision testing, and a parent interview, as well as an interview with the student, if age appropriate. This process is required to determine whether a Special Education Services assessment is needed and to determine whether student performance is reflective of expected patterns of the student's second language acquisition based on schooling, time in

this country, and growth being made. When it is determined that an English Learner needs to be assessed, whether it be speech, academic, or cognition, testing will be initiated upon the parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, in English, or in both languages, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Instructional decisions related to the student's language acquisition status must be completely individualized and described in the IEP. When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address ELD, as well as goals that support access to the content areas through primary language instruction and/or support. To the extent that the student's ELD program relates to the student's need for Special Education Services, the IEP must document the provision of these services. English Learners in grades K–12 with an IEP, as reflected on Summative ELPAC sub-scores in listening, speaking, reading, and/or writing, continue to receive ELD and Integrated ELD instruction in conjunction and collaboration with the general education teacher. Special Education staff, including Special Day Class (SDC) staff, will receive the same training as general education staff in working with English Learners. In SDC classes, the Special Education staff provides ELD instruction to the English Learner. Bilingual instructional assistants may be assigned to the program to provide direct support to English Learners with an IEP. Through the Bilingual Parental Exception Waiver Request form, parents can select alternatives to the Structured English Immersion program for their student. The Special Education department and the site will work together with the parent to ensure parental requests and educational goals are met. In addition, the Special Education Department and site will ensure that translations are provided during IEP meetings and that IEP documents are made available to parents in their primary language, as required by state law (see Part 7).

English Learners Who Are Meeting Academic and English Language Development (ELD) Benchmarks

These students are typically showing expected growth in English language proficiency, at least at the recommended rate by the state. Those who begin in Two-Way Immersion will typically remain in that program after reclassification.

Student placement at a given ELD course level is based on Initial ELPAC scores for new students, and Summative ELPAC scores, ELD benchmark test performance, and teacher recommendations for returning students. Each ELD level is flexible with respect to duration, to allow a student to move up a level during the year when assessment results indicate the student is ready. Students who master the course content standards are promoted to the next level or exited from the program. Students may need to repeat a level until they meet requirements for transition to the next level. Secondary master schedules allow for fluid and flexible movement throughout the year.

For students to develop proficiency in English as rapidly as possible, they must be able to develop at their own pace and move up ELD levels whenever necessary. They should not have to wait until the end of a semester/trimester or course to move levels. Change in ELD levels will be based on the following:

- Progress on Summative ELPAC
- Classroom performance (aligned to ELPAC performance levels)
- ELD curriculum-embedded assessments (aligned to ELPAC performance levels)
- Teacher recommendation (based on alignment to ELPAC performance levels)

Students Who Speak Languages Other Than Spanish

Students who speak languages other than Spanish will be placed in mainstream programs appropriate to their grade level, and they will receive daily ELD at the appropriate level, based on assessment data, with primary language support when feasible. Currently no bilingual program options are available for these students. Should there be enough students whose parents receive approval of waiver requests for alternative programs in the future, the district will make every effort to develop alternative program options for other languages.

Part 3: Parental Exception Waivers

Napa Valley Unified School District will ensure and monitor that parents are notified annually of their rights regarding English Learner Services.

Parent Request for Non-participation in District English Learner Services Programs

Parents can request a waiver for English Learner students to be excused from English Language Development (ELD) classes. In the event the parent does not wish to have their child participate in English Learner Services and Programs, the parent requests the Parent Request for Non-Participation in District Programs/Services for English Learners Waiver at the school site, then completes and turns the form in to the site administrator. A copy remains in the child's CUM folder, and a copy is sent to the NVUSD Data and Assessment Services Department.

It is important to note that a request to excuse a student from ELD services does not remove the student's English Learner status. Title III law demands that each designated English Learner has his or her language proficiency assessed every year. A waiver does not excuse the student from EL assessment, since district Title III funds are still being received for the student. Additionally, while a waiver may excuse a student from participating in special program placement for ELD, the law requires every EL student to receive Designated ELD instruction daily. Therefore, while a student may be excused from a pull-out class or an after-school program supporting ELD, it becomes the responsibility of classroom teachers to provide Designated ELD within the classroom.

Monitoring of Student Progress

Language proficiency is monitored throughout the year, first at the time of language proficiency testing and then at each testing interval that signifies a reclassification opportunity.

Assessments in Use in the District

Student progress is monitored based on a set of district-adopted and state-mandated assessments. The assessments in use are shown in Tables 3.1–3.2. The assessments used to determine English language proficiency and evaluate students' academic performance include:

- English Language Proficiency Assessment for California (ELPAC)
- ELA and ELD curriculum-embedded benchmark assessments

- Star Reading and Star Early Literacy
- California Annual Assessment of Student Performance and Progress (CAASPP)

Assessment results are maintained in electronic form in district databases (Aeries and ELLevation). This allows district administrators, principals, and teachers rapid access to results in a variety of formats. This information is used for a variety of purposes, including, but not limited to, use for identification, placement, progress toward reclassification, and identification of students in need of support.

Table 3.1: English Language Development Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
English Language Proficiency Assessment for California (ELPAC)	TK–12	• Assesses listening, speaking, reading, and writing in English • State-mandated instrument • Used to measure adequate yearly progress for Title III	*Initially*: at registration (Legal allowance — within 30 calendar days from date of registration) *Annually*: February to May	Trained staff person from school sites or assessors from the Data and Assessment Services Department
Benchmark Advance	K–5	• Curriculum-embedded ELD assessments	According to Pacing Guide	Classroom teacher
StudySync / Inside	6–8	• Curriculum-embedded ELD assessments	According to Pacing Guide	Classroom teacher

Table 3.2: Academic Achievement — Assessments in English

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Annual Assessment of Student Performance and Progress (CAASPP)	3–8, 11	• Computer adaptive tests assessing student's mastery of grade level standards in English language arts and math • State-mandated instruments • Used to measure adequate yearly progress for federal accountability • Included in the Academic Performance Index	Annually in spring	Teachers or other school site staff
Star Reading and Star Early Literacy	K-12	• Assesses students reading and early literacy skills • Scores are used to meet one of the reclassification criteria	Three times per school year in the Fall, Winter, and Spring	Teachers
Benchmark Advance	K–5	• Curriculum-embedded ELA assessments	Periodically throughout the year (each trimester)	Teacher

Provisions for Students with Individualized Education Programs

In some cases, students with IEPs may be given alternative assessments in place of the CAASPP, ELPAC, and district benchmark tests. The current state-approved alternative assessment to the CAASPP is the California Alternative Assessment (CAA).

Use of Assessment Data for Instructional Planning

Teachers use formative ELD, language arts, and mathematics curriculum-embedded assessments to analyze student progress after each testing window for planning differentiated instruction and to provide classroom interventions/enrichment as appropriate. ELPAC data (supplemented by ELD curriculum-embedded assessment results) are used for instructional grouping in ELD at the elementary level and for student placement in appropriate ELD courses at the secondary level. Reading benchmark results are used in conjunction with benchmark assessments in language arts and mathematics to identify students in need of benchmark, strategic, and intensive interventions and to assign them to appropriate instructional schedules. Students who meet or exceed grade level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes.

Part 4: Reclassification Progress and Monitoring

Napa Valley Unified School District ensures that the reclassification process is continually implemented to monitor students' progress in meeting criteria toward fluent English proficiency (RFEP).

RECLASSIFICATION

ELPAC Reclassification

Reclassification comprises four elements, mandated by Title III:

- Required performance level on the language proficiency exam (ELPAC)
- Teacher input on oral language use in the classroom
- Average performance on an assessment that all students take (including EO students)
- Parent notification of child's meeting reclassification criteria

The Reclassification Criteria listed on the CDE website (as of June 2022) are as follows.

Criterion 1: Assessment of English Language Proficiency

- The English Language Proficiency Assessments for California constitute the required state assessments for English language proficiency administered to students whose primary language is a language other than English.
    - The ELPAC Overall Performance Level (PL) 4 was approved by the State Board of Education as the statewide standardized ELP Criterion 1. Local educational agencies (LEAs) shall use ELPAC Overall PL 4 to determine whether a student has met that criterion.
    - In practice, this means that all students with an ELPAC Overall PL 4 are eligible to be considered for reclassification in conjunction with other locally determined criteria.
    - Annual assessments continue until the pupil is redesignated as English proficient.

- Some EL students with unique needs, or dually identified students, may need specific considerations for this criterion as described in the student's IEP.

Criterion 2: Teacher Evaluations

- This criterion remains locally determined, and LEAs should continue using teacher evaluations per local policy to establish reclassification policies and procedures for Criterion 2.
- The CDE is in the process of developing a standardized resource for this criterion. The Observation Protocol for Teachers of English Learners (OPTEL) is an observation protocol currently under development to meet the requirements of Education Code Section 313.3.
    - The new observation protocol to be completed by teachers as a function of the "teacher input" requirement in the law is expected to be released in fall 2024.
    - The teacher observation will take the place of the Student Oral Language Observation Matrix (SOLOM), which is a local protocol used to gain teacher input on oral language function in the classroom.

Criterion 3: Parent Consultation

- This criterion is locally determined at this time and LEAs should continue using parental opinion and consultation per local policy to establish reclassification policies and procedures for Criterion 3.
- The CDE is in the process of developing a standardized resource for use when addressing this criterion. The OPTEL is an observation protocol currently under development to meet the requirements of Education Code Section 313.3.

Criterion 4: Basic Skills Relative to English Proficient Students

- LEAs establish the empirical range of performance in basic skills when setting the locally established criteria for reclassification and consider the overall achievement goals set for all students. In doing so, the following definitions of related terms may be helpful.
    - **Performance in basic skills:** the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English (e.g., Smarter Balanced assessments, district benchmarks)
    - **Range of performance in basic skills:** a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range of scores within a performance level
    - **Students of the same age:** English-proficient students who are enrolled in the same grade as the student who is being considered for reclassification

- Presently, NVUSD uses the Star Reading or Star Early Literacy score for this measure.

Figure 4.1: Reclassification Criteria

Criterion 1	ELPAC Level **4** Overall
Criterion 2	SOLOM - Scores of 4 or 5 in All Areas
Criterion 3	Parent Meeting/Letter of Notification to Reclassify
Criterion 4	Star Reading in the 25th percentile or above (first graders can qualify with Star Early Literacy) OR CAASPP ELA Standard Met (for grades 3-8 or 11)

Definition

Each former English Learner who has been reclassified as fluent English proficient (RFEP) has demonstrated English language proficiency comparable to that of average native English speakers and can participate equally with average native speakers in the school's regular instructional program.

Purpose

The purpose of reclassification is to determine that an English Learner has met established criteria and can participate equally with native speakers of English in the school's regular instructional program. Once the student is reclassified, they are designated as Reclassified Fluent English Proficient (RFEP) and are no longer eligible for English Learner Services and Programs.

Reclassification Process

The review of English Learner students as potential candidates for reclassification is an ongoing process. It is done by the district's Data and Assessment Services Department. Throughout the school year, the department reviews ELPAC, CAASPP, and Star scores to determine which students are eligible for reclassification.

Step 1:

The district's Data and Assessment Services Department collects ELPAC, CAASPP, and Star data after each assessment period and uploads it to Aeries, the student information system. Assessment data in Aeries

syncs nightly with ELLevation, the district's database for managing English Language Learner data and reclassification processes.

Step 2

The Data and Assessment Services Department utilizes a series of filters within ELLevation to determine which students have met criteria 1 (ELPAC scores) and 4 (Star Reading/Early Literacy or CAASPP data).

Step 3

For each potential candidate, staff from the Data and Assessment Services Department will send the student's teacher a digital SOLOM form via ELLevation to collect teacher input (criterion 2). If the teacher's feedback supports reclassification, the data and assessment staff will create a "parent meeting" form (criterion 3) in ELLevation and notify the site administrator and designee. Site staff meet with the parent to gather input and explain the impact reclassification will have on the student's instructional program. Parent approval is documented digitally through ELLevation.

If a teacher's feedback on the SOLOM is not supportive of reclassification, the site administrator is notified by data and assessment staff so that they can review the SOLOM with the teacher and confirm that reclassification is not appropriate at this time.

Step 4

The Data and Assessment Services Department will generate a parent notification letter within ELLevation and send it to the family via ParentSquare. Copies of this letter, SOLOM, and parent meeting forms are sent to the school sites to file in the student's cumulative file. Digital versions of the paperwork are saved within ELLevation and securely on the Cloud.

Step 5

The Data and Assessment Services Department updates student's language fluency within Aeries, the student information system and the English Language Acquisition status within CALPADS. The Data and Assessment Services Department will also ensure that monitoring forms are sent to teachers regularly for four calendar years as required by law.

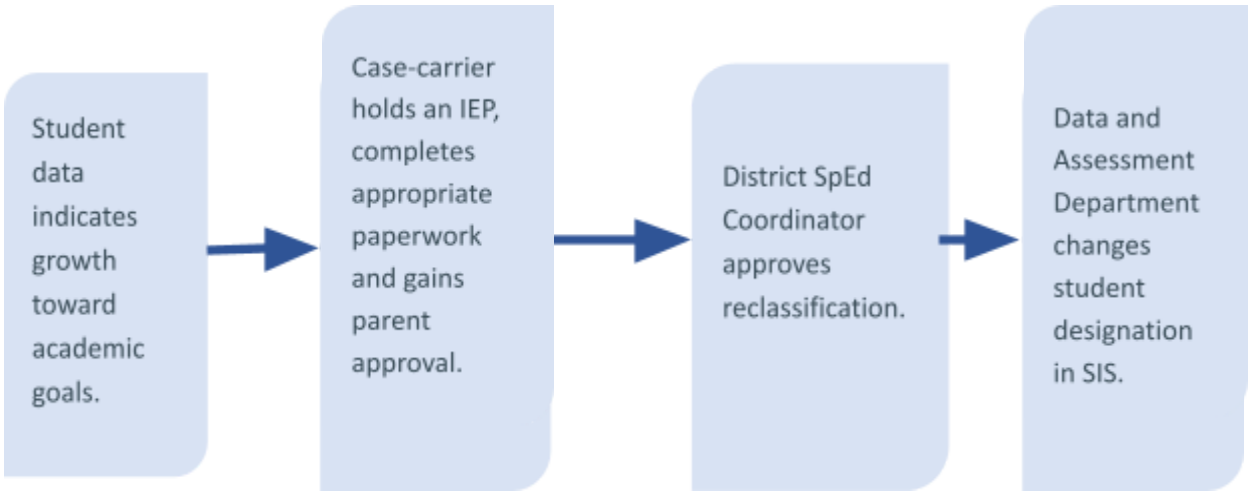
Alternative Reclassification Process for Dual-Identified Special Education Students

For students with IEPs who are also identified as English Learners, an alternative process to reclassification exists. The purpose of an alternative reclassification process is to allow students receiving Tier 3 support for language as per their Special Education Services to be able to participate in a minimally restrictive environment. Because many Special Education students have learning disabilities that would preclude them from meeting general criteria for reclassification, a process was developed to allow opportunities for reclassification based on a growth model.

Students with disabilities who are also English Learners can reclassify if their assessment data indicate they are making growth. While data may not be representative of the same performance expectations as non-Special Education English Learners, if growth is cited the student can be considered eligible for reclassification.

To reclassify using the Alternative Reclassification Process, an IEP meeting must be held including all significant educational partners. Data are presented in the IEP as evidence of the student's growth toward goals. The Alternative Reclassification Process form is completed, and all parties sign their agreement. Finally, the form must be approved by the Special Education Coordinator for the grade level at the district office. Paperwork is then submitted to the Data and Assessment Services Department, and changes to the student's status are made in the Student Information System and CALPADS.

Figure 4.3: Alternative Reclassification Process



Roles and Responsibilities for Reclassification

Site Administrator

- Oversees reclassification process throughout school year with support from the Data and Assessment Services Department
- Oversees RFEP monitoring process with support from the Data and Assessment Services Department
- Oversees that RFEP students receive appropriate interventions

Classroom Teacher

- Monitors student progress for a two-year period following reclassification and completes RFEP Follow-Up Monitoring Digital Form as required
- Implements recommended interventions

Support from Data & Assessment Services Department to Sites

- Coordinates district's reclassification/monitoring procedures
- Creates and reviews list of eligible students per current reclassification criteria
- Ensures that RFEP codes have been updated in SIS and CALPADS
- Oversees collection and analysis of data regarding reclassified students
- Monitors reclassification process and RFEP monitoring throughout the district to ensure compliance

Reclassification Monitoring

RFEP Follow-up Monitoring

Students who have been reclassified as RFEP must be monitored by the site principal/administrators in charge of EL Services for four years after the official reclassification date. NVUSD contracts with ELLevation, an online platform through which monitoring forms can be emailed directly to English teachers. The assigned teacher monitors each student, using this form as a tool to monitor academic progress twice each school year for **four** years after reclassification. At the end of each monitoring window, a bulk file of all monitoring forms is created for site secretaries to download and file into CUM folders.

If the student's grades suggest the student is not making adequate academic progress in any academic class, the school reevaluates the student's progress, and intervention measures are recommended. Follow-up support services will be provided for students who do not demonstrate satisfactory progress. These may include, but are not limited to, the following:

- Additional diagnostic assessment
- Participation in reading and/or math intervention courses
- Multi-Tiered System of Support provided at school, for potential inclusion in Special Education
- Additional academic counseling

Part 5: Evaluation and Accountability

Napa Valley Unified School District has established a process and criteria to determine the effectiveness of the programs provided to English Learners.

Accountability work is everyone's responsibility. This includes students, parents, and all personnel at the school and district levels — teachers, counselors, instructional assistants, and administrators. Rather than considering evaluation as a specific event (or an annual report), we consider it to be part of our daily work. We are all accountable for ensuring that programs are optimally effective. All district personnel are required to follow the procedures specified in this Master Plan for Multilingual Learners.

Monitoring Program Implementation

Goal 1: Program Implementation as Described in the Master Plan for Multilingual Learners

District and site staff will periodically monitor implementation of all English Learner programs. The primary goal of monitoring is to ensure that every school in the district has effective and compliant programs for English Learners. The monitoring process is designed to . . .

- establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved;
- promote full involvement of all educational partners (administrators, teachers, parents, students) in all phases of planning, implementation, and evaluation activities;
- provide for high levels of coordination between district-level and site-level improvement efforts;
- ensure that program evaluation is an integral part of school improvement initiatives and activities; and
- provide a basis for review and modification of the Master Plan for Multilingual Learners every three to four years.

This monitoring will consist of the following activities.

Instructional Schedule Reviews

- All schools will turn in ELD instructional schedules, ELD class rosters, and master schedules to the Directors of Curriculum, Instruction and English Learner Services for elementary and secondary schools within the first three weeks of each school year.

English Learner Document Reviews

- All schools will conduct annual monitoring by reviewing key files and documents. These reviews will include evidence of the following: parent notification, placement, assessment, ELD instruction, and parental involvement. Findings are reported back to the site principal, who will determine next steps for school improvement work.

ELD/Integrated ELD Learning Walks — ELL Shadowing (district- and site-facilitated self-reviews)

- These will be conducted yearly. The reviews will include monitoring of ELD schedules and instructional minutes, ELD groupings by language proficiency levels, teacher interviews, and visits to selected classrooms. Site-facilitated reviews will be conducted by school teams, which will include the site principal, MLL Site Lead (for secondary), site interventionist (elementary) and classroom teachers. Findings will be compiled and used to determine next steps for school improvement work.

Ongoing Coaching and Staff Development Support

- District Teachers on Special Assignment (TOSAs) will help organize site staff development and assist with classroom coaching (see Part 7). They will assist with the document reviews and ELD Instructional Learning Walks. The TOSAs will have lead responsibility for organizing in-depth reviews and any needed follow-up.

Goal 2: English Learner Student Access to Core Curriculum

Each site principal is responsible for ensuring that English Learners have access to the core curriculum.

Secondary principals will work closely with counselors in the development of the master schedule to ensure that sections reflect the needs of English Learners. The administrators in charge of English Learner Services will review master schedules and will work closely with MLL Site Lead (for secondary) to determine appropriate placements of English Learners. A list of student schedules will be submitted at the beginning of each academic term.

Elementary principals will work with their teams to determine appropriate placement and instructional setting for English Learners. The administrator or TOSA assigned to support Multilingual Learners will

assist teachers with creating appropriate ELD groupings by language proficiency levels to ensure that every English Learner is appropriately placed.

Goal 3: Mastery of English

The administrators in charge of English Learner Services, principals, Academic Specialists, and classroom teachers will analyze annual ELPAC results, ELD benchmarks, and progress toward meeting criteria for reclassification (see Part 4). Data will be disaggregated by number of years in the district, program placement, initial ELPAC level, and other relevant variables.

The Instructional Support Services Department and Data and Assessment Services Department will complete an analysis of ELPAC growth by district, school, language group, and program. The administrators in charge of English Learner Services will review and report findings and trends to principals who will work with site staff to continue the development of school improvement work.

Goal 4: Academic Success

Each site principal will review and analyze academic performance data in English language arts and mathematics. The analysis will include cross-sectional profiles of performance by ELPAC level as well as disaggregation of data by school, grade level, and language group.

- Principals will analyze data with site staff to determine trends and areas of need, and to develop action plans.
- In addition to reviewing academic and ELPAC data, principals will analyze data of benchmark assessments to determine progress toward action plans and will modify as needed. The elementary level will review data through the academic conferencing process.

Goal 5: Parent Engagement

The administrators in charge of Multilingual Learner Services and MLL Site Lead (for secondary) will work with the DELAC and ELACs to develop specific indicators, benchmarks, instruments, and a calendar of procedures for evaluating parent engagement with schools and the district. Each school site has a Bilingual Parent Liaison, whose role it is to support the site's ELAC and represent the site in the DELAC. Coordination between liaisons and the administrators in charge of English Learner Services supports parents and allows for thoughtful presentation of topics at DELAC and in other parent engagement venues.

Goal 6: Indicators of Risk for School Failure

The Data and Assessment Services Department will request and collect the following data regarding English Learners:

- Suspensions, expulsions, and other disciplinary actions
- English Learners identified for IEPs

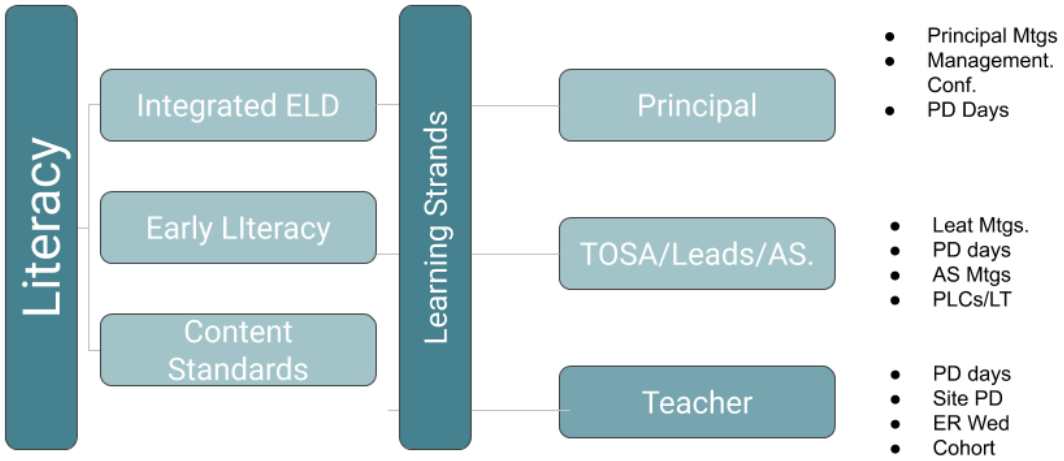
- Alternative placements (adult education, continuation school, etc.)
- Retention rates
- Attendance
- Credit-deficient high school students (grades 9–12)
- Not meeting A-G requirements
- Graduation and dropout rates

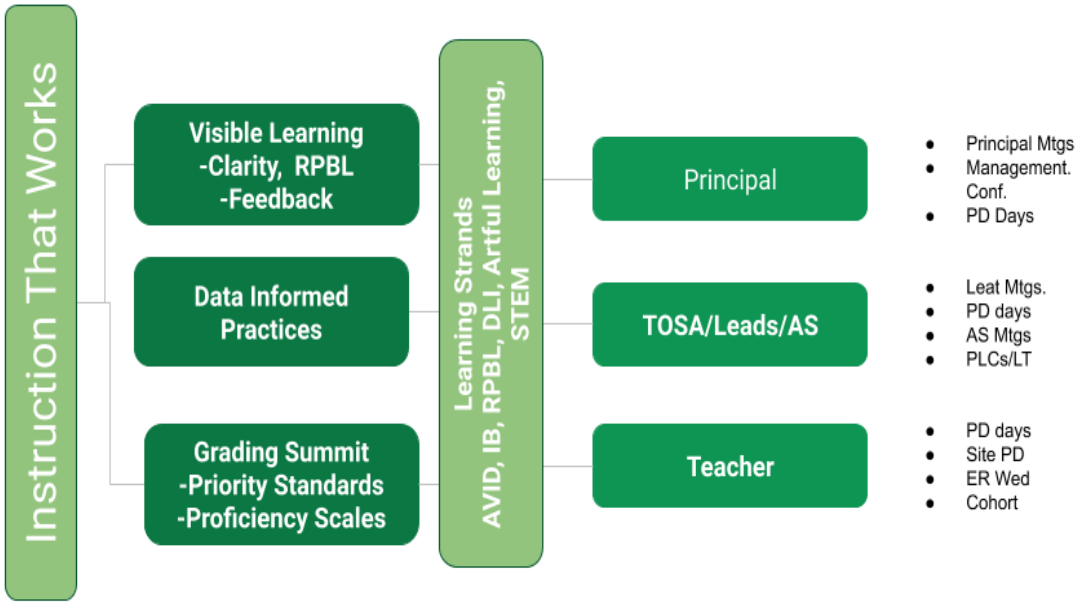
Goal 7: Language/Literacy Development in Two Languages for Students in the Two-Way Immersion Program

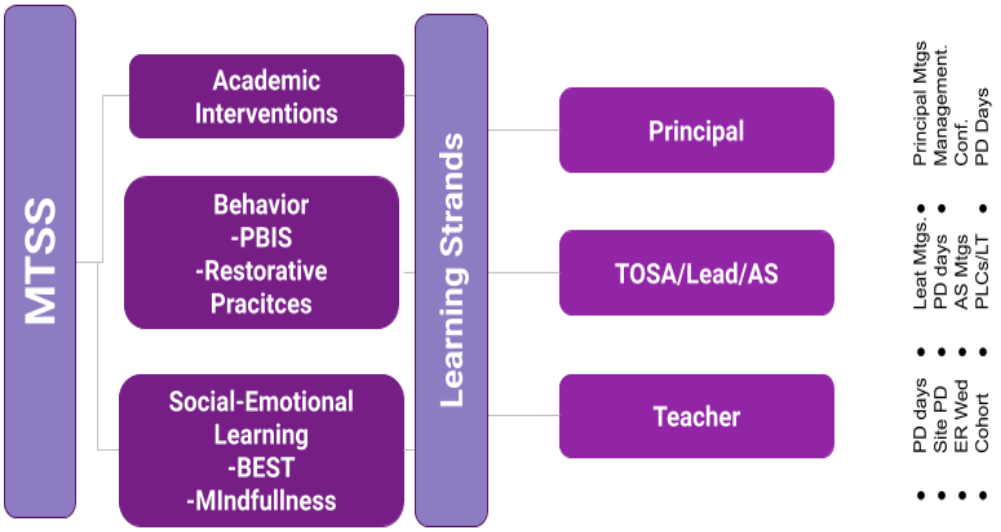
The site principal, Academic Specialists, and school staff will analyze English Learners' reading and mathematics scores on the district's benchmarks in English and Spanish, ELPAC scores, and CAASPP scores in English language arts and mathematics during academic conferencing after each academic term.

Evaluating Program Effectiveness

The administrator in charge of English Learner Services uses assessment data to support principal and teacher learning concerning the progress of Multilingual Learners. Using the California Dashboard and its accountability components, regular professional learning is provided to support understanding for continuous improvement.




Instruction That Works
Visible Learning
-Clarity, RPBL
-Feedback
Data Informed
Practices
Grading Summit
-Priority Standards
-Proficiency Scales
Learning Strands
AVID, IB, RPBL, DLI, Artful Learning, STEM
Principal
TOSA/Leads/AS
Teacher
Principal Mtgs
Management. Conf.
PD Days
Leat Mtgs.
PD days
AS Mtgs
PLCs/LT
PD days
Site PD
ER Wed
Cohort


MTSS
Academic
Interventions
Behavior
-PBIS
-Restorative
Pracitces
Social-Emotional
Learning
-BEST
-MIndfullness
Learning Strands
Principal
TOSA/Lead/AS
Teacher
Principal Mtgs
Management. Conf.
PD Days
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PD days
AS Mtgs
PLCs/LT
PD days
Site PD
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Cohort

Part 6: Parent Advisory Committees — ELAC and DELAC

Napa Valley Unified School District promotes the involvement of parents of English Learners by establishing and fully implementing parent advisory committees both at the school site level and district level.

Napa Valley Unified School District believes that family and community engagement is a fundamental component of student success and achievement. When families are engaged at home and at school, student achievement increases. The engagement of families and community members in the education of our children creates a positive bond between the home and school.

Site English Learner Advisory Committee

Legal Requirements

Each California public school with 21 or more English Learners must form an English Learner Advisory Committee. The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English Learners and submitting the plan to the School Site Council to consider for inclusion in the School Plan for Student Achievement
- Assisting in the development of the schoolwide needs assessment
- Implementing ways to make parents aware of the importance of regular school attendance

Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee. Districts with 31 or more ELACs may use a system of proportional or regional representation.

ELAC Membership Guidelines

1. The proportion of ELAC members who are parents of English Learners must at least equal the percentage of English Learners enrolled in the school.
2. Membership will include parents and school staff. (Staff member representatives will be fewer than the number of parents.)

3. The parents or guardians of English Learners shall elect the parent members of ELAC. All parents/guardians of English Learners have an opportunity to vote and elect ELAC officers.
4. If an elected member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the next year, an election must be held to fill the position
5. Elections for ELAC officers will be conducted at each school site by September 30.
6. At its first or second meeting of the year, the ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC). The DELAC representative and alternative will be selected by September 30 of each year.
7. The ELAC will appoint one member to attend School Site Council meetings and report back to the ELAC on development and implementation of the school site plan.
8. School sites will provide translation of documents and interpretation during meetings, as needed. Each year members will receive materials in their home language and training related to carrying out their legal responsibilities.

ELAC Implementation Guidelines

1. The site principal (or designee) is responsible for establishing the ELAC.
2. The site principal is responsible for ensuring that regular meetings of the ELAC take place (at least 7–9 times a year).
3. The administrators in charge of English Learner Services and MLL Site Lead (for secondary) will coordinate meetings, communication, and documentation (i.e. calendar, topics covered, members) between the site and the district's Instructional Support Services Department.
4. The administrators in charge of English Learner Services and MLL Site Lead (for secondary) will arrange an agenda-planning session with the ELAC president prior to each meeting.
5. The administrators in charge of English Learner Services and MLL Site Lead (for secondary) will attend the meetings and assist the ELAC president in running the meeting in a consistent manner throughout the year.
6. Meeting dates and times will be determined, with ELAC input, and publicized in English and other languages in advance (minimum 72 hours prior to meeting).
7. ELAC meetings will be conducted with agendas and minutes.
8. Sites will provide child care.

9. The ELAC will adopt bylaws and conduct business according to the bylaws. The district will provide sample bylaws for support and guidance.

10. The principal and/or MLL Site Lead (for secondary) will maintain all ELAC documentation (calendar, flyers/meeting notices, agendas, minutes, sign-in sheets, and all handouts) in an ELAC binder for review without notice by the district's Instructional Support Services Department.

Training for ELAC Members

Each year, the school and district will provide materials and training for ELAC members to assist them in carrying out their legal responsibilities by November. This training will include a description of both the opportunities and limitations on actions members may take. ELAC members will provide input into the selection of training content.

The site principal and/or MLL Site Lead (for secondary) will provide an overview of roles and responsibilities, and the district will provide further appropriate training, including information about the relationship between ELACs and the DELAC, and the responsibility of ELAC representatives to the DELAC to act as liaisons between the two groups.

District English Learner Advisory Committee

Legal Requirements

The Napa Valley Unified School District has more than 51 English Learners enrolled and is required to establish a functioning District English Learner Advisory Committee (DELAC) to advise the governing board on the following requirements related to programs and services for English Learners:

- Development of a district master plan for education programs and services for English Learners, which will take into consideration the school site master plans
- Conducting of a districtwide needs assessment on a school-by-school basis
- Establishment of district program, goals, and objectives for programs and services for English Learners
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements
- Review of and comment on the school district reclassification procedures
- Review of and comment on the written notifications required to be sent to parents and guardians

DELAC Membership Guidelines

1. Parents or guardians of English Learners shall constitute the majority membership (51% or more) of the committee.
2. At its first or second meeting of the year, each school-level ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee. The DELAC representative and alternate will be selected by September 30 each year.
3. If a member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the year, the ELAC will elect a new representative to fill the position.
4. The representatives will be responsible to attend all DELAC meetings and present the information received at the meetings at the school-level ELAC.

DELAC Implementation Guidelines

1. The DELAC will meet and will operate according to guidelines contained in state and federal regulations and in its by-laws.
2. Agendas and minutes of DELAC meetings will be posted on the district's website.
3. The administrators in charge of English Learner Services or designee will serve as district liaison to the DELAC. This person will assist with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.
4. The Instructional Support Services Department will plan and organize the meeting details (meeting notices, child care, translation services, refreshments, and any other reasonable expectations).
5. The DELAC will communicate its ongoing advice to the Superintendent and Governing Board via the administrator in charge of English Learner Services.
6. Once per year, the DELAC will make a presentation to the Superintendent and the Governing Board.

DELAC Training

1. The district will provide all DELAC members with appropriate training, materials, and information to assist each member in carrying out the member's responsibilities and any required duties; DELAC members will have input into the content of training each year.
2. The minutes of the DELAC meeting will clearly reflect the training areas covered during the meeting.

3. It is the responsibility of site DELAC representatives to share information between ELAC and DELAC.

Parent Involvement

The district is committed to promoting all levels of parental involvement. Epstein (2002) states that there are six types of parental involvement, as follows.

1. Parenting

Families provide basic support for children's health, growth, and development. Schools aid with information to help parents support developmental ages and stages from preschool through high school. Events and resources designed to foster this support include:

- Site Bilingual Parent Liaisons
- Parent University training series (U.S. educational system, character education, gang and drug awareness and prevention, etc.)
- Family Resource Centers
- School site parent education workshops

2. Communicating

Two-way communication on a regular basis happens between families and schools about educational standards/expectations, children's progress, and educational programs and choices. Communication in the home language is a critical factor. When 15 percent or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. Translators will be made available for all parent/teacher conferences, school meetings, Student Study Team, IEP, and retention meetings, suspension and expulsion hearings, and all due process actions held at the district level. Activities intended to encourage communication include:

- Key communicator meetings with Superintendent
- Informal gatherings of parents at school (e.g., Welcome Breakfasts, Coffee with the Principal, etc.)
- Site Parent Liaisons — NVUSD staff whose primary role is to serve as conduit for information from the district/school to parents and back

3. Volunteering

Develop volunteer opportunities for parents and community, and opportunities to attend and participate in school/program activities for children. Activities intended to encourage volunteering include:

- Parent-teacher association/organization (PTA/PTO)

- Schoolwide functions
- Classroom volunteering
- Campus supervision

4. Learning at Home

Provide information, resources, and materials to assist families to support and monitor their children's learning. Activities intended to encourage learning at home include:

- Homework/reading logs
- Strategies for homework help/support training
- Family literacy nights
- Math nights
- Student-led parent-teacher conferences
- Back-to-School and Open House nights
- Home visits

5. Decision-Making and Advocacy

Educators and parent leaders work together on advisory/decision-making groups, which develop parent leaders and parents who advocate for children. Activities intended to encourage decision-making and advocacy include:

- ELAC
- DELAC
- Site Council
- District committees
- Other community-based organizations

6. Relationship Building/Collaborating with the Community

Establish a welcoming school environment, celebration events, and activities that create positive relationships among families, schools, and community. These can serve as a gateway for strengthening long-term partnerships. Activities intended to encourage relationship building/collaborating with the community include:

- Celebrations of reclassifications

- Student achievement awards
- Multicultural family nights
- Literacy nights

The district provides ongoing staff development to all school staff on how to work with parents, including communication skills and sensitivity to their backgrounds, needs, and concerns. The district and schools will continue to provide parent outreach and education, including meetings, workshops, and programs for parents and families. The district's LEA plan and school plans will outline measurable goals, objectives, and activities that promote parent involvement.

Part 7: Professional Development and Staffing

The Napa Valley Unified School District provides high-quality professional development to classroom teachers, principals, administrators, instructional support staff, and other school or community-based personnel to support the teaching and learning of English Learners.

Napa Valley Unified School District is committed to providing focused, effective, and research-based staff development to all administrators, teachers, and staff. This coordinated staff development will prepare and empower educators with the instructional skills, leadership skills, and cultural proficiency required to work effectively with our Multilingual Learners.

Professional Development

Goals and Objectives

The Instructional Support Services Department will use the seven keys to managing effective district-wide English Learner professional development programs: (1) convey respect; (2) develop systems; (3) use consistent images; (4) conduct appropriate trainings; (5) plan, organize, and calendar; (6) monitor; and (7) create a collaborative culture. This will be accomplished in the following ways.

- Professional learning communities: organizing adults into learning communities whose goals are to increase the achievement of English Learners
- School leadership: requiring and supporting skillful school and district leaders who guide continuous instructional improvement
- Resources: requiring resources to support adult learning and collaboration around the needs of our English Learners
- Evaluation and data-driven improvement: using disaggregated student data and multiple sources of information to determine adult learning priorities, monitor student progress, and help guide and sustain continuous improvement
- Research-based: preparing educators to use effective learning strategies and apply research-based decision making to their profession

- Educational equity: preparing educators to understand and value English Learners (and other students with needs); create safe, orderly, and supportive learning environments; and hold high expectations for academic achievement
- Rigorous and quality education: Deepening educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing educators to use various types of classroom assessments appropriately
- Family/community involvement: Providing educators with the knowledge and skills to involve families and other educational partners in the academic achievement of English Learners

Professional Development of Master Plan Components

The Master Plan for Multilingual Learners will be introduced to district and site staff through a carefully planned professional development process. Key features of the plan and procedures adopted by all sites will be emphasized. This training will be given to all district and site administrators in charge of English Learner Services and MLL Site Lead (for secondary). The site instructional leaders in collaboration with the Instructional Support Services Department will implement professional development sessions at each site for faculty and staff.

Professional development related to the Master Plan for Multilingual Learners will focus on the following components.

Administrators and Multilingual Learner Leadership Team

- Review content in Master Plan for Multilingual Learners
- In the Master Plan for Multilingual Learners Implementation Plan, identify critical responsibilities for implementation of high-leverage strategies and action steps
- To carry out action steps: identify goals, objectives, resources needed, barriers, solutions to barriers, alignment to district/site goals, and evidence of implementation
- Facilitate site trainings

Site Staff Personnel

- Review content in Master Plan for Multilingual Learners
- In the Master Plan for Multilingual Learners Implementation Plan, identify critical responsibilities for implementation of high-leverage strategies and action steps
- To carry out action steps: identify goals, objectives, resources needed, barriers, solutions to barriers, alignment to district/site goals, and evidence of implementation

Professional Development to Support Instruction and Student Learning

See section 3.4, Professional Learning Structure, of the main Master Plan for Multilingual Learners for an overview. See Table II of the Master Plan for Multilingual Learners Implementation Plan for steps on designing and implementing quality professional learning.

Collaboration Leadership Skills

- Cycle of inquiry: data analysis and evaluation
- Operating as professional learning communities
- Instructional coaching and support
- Academic conferencing
- Multi-Tiered Systems of Support
- Data chats

Cultural Proficiency

- Relationship building
- School climate and culture
- Inclusive environment
- Culturally relevant curriculum
- Culturally responsive instruction
- Parent engagement and outreach

Monitoring of Professional Development and Support

The administrators in charge of English Learner Services and MLL Site Lead (for secondary) will monitor teacher professional development related to English Learner support to ensure that all staff members working with English Learners receive relevant professional development.

The Assistant Superintendent for Human Resources monitors the progress of teachers in training as they fulfill their agreements to complete requirements related to English Learner support.

Staffing

The district ensures that all administrators and teaching personnel whose assignment includes English Learners hold appropriate certification to provide necessary instructional services to English Learners. All

site administrators shall hold the CLAD, BCLAD, or equivalent teaching certification. All teachers within the district who provide ELD, Integrated ELD, or primary language instruction must be properly authorized. All newly hired or currently employed teachers must hold the CLAD or equivalent teaching certification. All teachers who provide primary language instruction must be appropriately authorized with the BCLAD or equivalent.

Whenever open teaching positions require BCLAD or CLAD certification, the district's Human Resources staff actively recruit and hire teachers who are fully certified to fill such positions. The district will not hire any teacher who is not English Learner authorized.

Teacher Credentialing

All ELD, primary language (in the event of a bilingual class), and Integrated ELD instruction is delivered by teachers or teachers in training authorized by the Commission on Teacher Credentialing (CTC; for the credential list, visit http://www.ctc.ca.gov/credentials/leaflets/cl622.pdf). Annually, the district assesses need for and supply/shortage of qualified teachers and incorporates this information into a staffing plan. Where shortages exist, the district establishes time lines to recruit, hire, and train enough qualified teachers.

Alternative Bilingual Programs Staffing

Primary language programs will be staffed with teachers who hold any of the following bilingual authorizations:

- BCLAD Certificate
- Bilingual Certificate of Competence
- Bilingual Cross-Cultural Specialist Credential
- Multiple or Single Subject Credential with either a Bilingual Cross-Cultural emphasis or BCLAD emphasis
- Emergency Single Subject or Multiple Subject Teaching Permit with Bilingual Emphasis
- Primary language programs may also be staffed by those who are currently participating in a Bilingual Teacher-in-Training Program

Teachers must speak the appropriate language of the students. Teachers assigned to teach ELD will have any of the above-mentioned bilingual authorizations, will hold a CLAD/CTEL credential or certificate, and/or will be in training to pursue ELD certification. SB 1969 certification (with ELD training) authorizes ELD instruction for teachers in elementary, self-contained classrooms.

English Language Development Staffing

English language development is taught by a properly certificated teacher who has been trained in the best methodology for the teaching of English Learners. Authorizations for the teaching of ELD include:

- Supplementary Authorization in English as a Second Language (ESL) or introductory ESL
- Language Development Specialist (LDS) Certificate
- CLAD Certificate
- Multiple or Single Subject Credential with a CLAD Emphasis
- Bilingual Certificate of Competence (BCC)
- BCLAD Certificate
- Multiple or Single Subject Credential with either a Bilingual Cross-cultural Emphasis or a BCLAD Emphasis
- Bilingual Cross-cultural Specialist Credential
- Hughes (SB 1969) Certificate of Completion, for ELD or ELD/Integrated ELD, limited to self-contained classroom (SB 1969 certification does not authorize secondary ELD instruction, unless the same teacher provides instruction to the same students for three or more periods per day)
- Any teacher who is currently documented as being in training for English Learner certification

Hiring Priorities and Procedure

Highest priority is placed on the hiring of BCLAD or equivalent teachers and their subsequent placement, first in appropriate ELD classrooms, and then in mainstream English courses.

The second priority is CLAD or equivalent certified teachers. These teachers should be placed in mainstream classrooms with English Learners. These teachers may receive support from bilingual paraprofessionals who use the primary language to clarify, explain, motivate, and direct students. The Human Resources Department oversees the interview and hiring process. The district's collective bargaining agreements are adhered to in making all staffing decisions.

Requirements for Teachers on Interim Assignment Providing English Language Development, Primary Language, and Integrated ELD Instruction

Teachers on an interim assignment longer than 30 days (20 days for Special Education) are required to meet the same criteria as teachers seeking appropriate credential authorizations.

Determining Staffing Needs and Recruitment Procedures

The administrators in charge of English Learner Services work closely with the Assistant Superintendent of Human Resources and the Human Resources Department on issues of recruitment, interviews, and recommendations to site administrators.

Each spring, the Assistant Superintendent of Human Resources, in consultation with the administrators in charge of English Learner Services and principals, work collaboratively to plan for adequate numbers of qualified teachers to fully implement the English Learner programs at the school as detailed in the Master Plan for Multilingual Learners. The elements that make up these programs include English language development, content instruction with Integrated ELD strategies, Structured English Immersion, primary language support, and primary language instruction in schools that have a program requiring such instruction.

The principal, with support from the administrator in charge of English Learner Services, will develop a proposed three-year staffing plan for the school, based on projected numbers of English Learners and program enrollment. Each spring the administrators in charge of English Learner Services and the Assistant Superintendent of Human Resources review this plan. Vacancies are posted as necessary, listing required CTC authorizations for the positions. Working together, NVUSD's Human Resources staff and site administrators assign properly credentialed teachers to specific programs requiring their credential and experience. When enough authorized teachers are not available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations.

Recruitment and Staffing of Teachers for English Learners

When NVUSD determines the number of new teaching positions estimated to be available during the next school year, job announcements may be sent to the following:

- EDJOIN database
- Educational placement centers with teacher training programs at private, University of California (UC), and California State University (CSU) campuses
- Major educational organizations including those associated with language minority students (directory from California Department of Education)
- County offices of education
- Local school sites
- Colleges/universities identified as having a pool of potential bilingual teacher candidates — at such universities, the following departments may be contacted: Teacher Education,

Chicano/Latino and Asian Studies, Bilingual Education Studies, and the offices of the California Mini-Corps and Teacher Internships

- District website

Job announcements will indicate that NVUSD is particularly seeking bilingual certified teachers and ELD teachers.

Announcements of openings may be placed in the following newspapers and organizational newsletters when the need exists:

- Local community newspapers
- California Association of Bilingual Education (CABE), National Association for Bilingual Education (NABE), and the California Association of Teachers of English to Speakers of Other Languages (CATESOL) newsletters
- The National Education Association and the California Teachers Association (NEA/CTA) publications
- Foreign language newspapers in metropolitan areas
- Bilingual media (radio, television, publications)

The district may send representatives to local colleges and universities to participate in Career Day activities. The district will provide information concerning district needs for bilingual teachers and employment opportunities. The district may establish an employment booth annually at two or more of the following conferences:

- NABE — National Association for Bilingual Education
- CABE — California Association for Bilingual Education
- CATESOL — California Association of Teachers of English to Speakers of Other Languages
- AMAE — Association of Mexican American Educators
- CTA/NEA — California Teachers Association/National Educators Association
- State Compensatory Education
- Asian American education associations

Paraprofessionals

As the need arises, NVUSD will vigorously recruit, train, and support bilingual paraprofessionals from different language groups. Recruitment may be encouraged through the dissemination of job announcements to the following:

- Educational placement centers of private, CSU, UC, and surrounding community college campuses with teacher training programs
- County offices of education
- Churches and other community organizations
- Local school sites
- Surrounding adult schools
- County libraries
- EDJOIN database
- District website
- Local community newspapers
- Bilingual radio and television stations

Advertising and recruitment efforts are undertaken, internally and externally, until all positions are filled.

Part 8: Funding

Napa Valley Unified School District is committed to allocating and monitoring funding that will support the full implementation of the Master Plan for Multilingual Learners.

General and Categorical Funding

Funds are allocated following the mandates prescribed by the Education Code, state regulations, and district policies. Economic Impact Aid–Limited English Proficient (EIA-LEP) and other categorical funds are used to supplement the base educational program and not to supplant General Fund moneys. The core program is supported by the General Fund. Expenditures are audited annually by the District's Business Office and by external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds:

1. The School Board approves the district Superintendent's goals and objectives. This is a plan to meet the needs of all students.
2. The Superintendent's cabinet identifies and prioritizes needs, based on data analysis and the Superintendent's goals and objectives, and allocates funds and other resources to support those needs.
3. The Assistant Superintendent of Business Services and the Assistant Superintendent of Instructional Services allocate funds based on the Consolidated Application.
4. The Executive Director of Business Services meets with school principals to ensure compliance, presents school and district plans to the Board for approval, and monitors expenditures throughout the year.
5. The site principal coordinates development of the school-level plan and prioritization of needs based on data and meets with the School Site Council and ELAC groups before they approve the school plan and budget.
6. Site and District Advisory Committees take the following roles:
    - The School Site Council develops the School Plan for Student Achievement (SPSA) and reviews and updates it annually.
    - ELAC members may advise and give input on the school-level plan.
    - DELAC gives input on the district-level plan.

Each fall, the district and site budgets are shared with the DELAC and site ELACs. Information about these budgets is also provided to parents during the fall trimester. In the spring, in preparation for the development of each school's Single Plan for Student Achievement and the District's Title III plan, information on anticipated allocations is provided to the DELAC and site ELACs. The Master Plan for Multilingual Learners will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels, including but not limited to the following:

1. Napa Valley Unified School District Board Policies
2. District Board and Superintendent Goals
3. Local Control Accountability Plan (LCAP)
4. Title III Plans
5. LEA Plan
6. Single Plans for Student Achievement
7. Federal Program Monitoring corrective actions
8. Other relevant federal, state, and local directives

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries, and other district services (e.g., transportation, library, Special Education Services, food, health, and counseling), as well as support systems for monitoring program implementation and student progress and for program evaluation. Core materials in language arts and mathematics provide Universal Access supplements to help ensure that English Learners have access to the core curriculum. The base program also includes district-adopted ELD program materials. The district provides primary language instructional materials for students enrolled in bilingual alternative programs.

Supplemental Funds

Both the state and federal governments provide supplemental funds that are used to support programs and services for English Learners. These categorical funds should not be used to supplant General Fund moneys or other state or local resources. Tables 8.1 and 8.2 on the following pages provide information on several important sources of supplemental funds.

Table 8.1

Funding Source	Title 1 Part A*	EIA-LEP
Funding description	A federal program that provides supplementary funds to help improve instruction in high-poverty schools to ensure all students meet state academic standards	A state program supporting compensatory educational services for English Learners
Students to be served	Students who are standard not met or standard nearly met on the CAASPP, including English Learners and Special Education students	English Learners
Inappropriate expenditure examples	• Supplanting General Fund moneys • Strategies not based on scientific research or with no data to support increased achievement • Regular teachers • Food for staff meetings	• Supplanting General Fund moneys • Regular teachers • Food for staff meetings • Capital outlay
Support for English language arts, ELD, and math	• Extended day/year for targeted students • Supplemental instructional materials that support standards and core program • Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/ support • Primary language materials • Academic interventions	• Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support • Primary language materials • Targeted intervention to accelerate reclassification of English Learners • Support for reclassification process

Funding Source	Title 1 Part A*	EIA-LEP
		• Support for language assessments • Support for monitoring academic progress of all students
Support personnel	• Reading/math/ELD coaches • Intervention teachers • Instructional assistant	• Reading/math/ELD coaches • Intervention teachers • Instructional assistant • Multilingual parent advisor • Multilingual community liaison • English Learner Services staff and MLL Site Leads
Support for other core subject areas: science, visual and performing arts, PE		Supplemental materials in English and the primary language • Field trips • Primary language support
Capacity building/ professional development	• Academic conferences • Training • Consultants • Principal coaching • Teacher stipends • Teacher substitutes • Training materials/resources • Duplication • Conferences/workshops that support school plan goals	• Academic conferences • Training • Consultants • Principal coaching • Teacher stipends • Teacher substitutes • Training materials resources • Duplication • Conferences/workshops that support school plan goals

Funding Source	Title 1 Part A*	EIA-LEP
		• Food: reasonable costs associated with teacher professional development that extends over a meal period
School climate, parent engagement, family support, and learning environment	Set aside 1% of Title I allocation for parent involvement activities • Food for parent meetings and trainings • School Site Council expenditures • Parent training/education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation /Interpretation • Support personnel • Attendance incentives and Home Visits • Supplemental Parent advisor/community liaison support • Parent orientations • Kinder Academy and Pre-K articulation • Attendance clerk • Student outreach worker • Counselor/therapist	• Food for parent meetings and trainings • School Site Council expenditures • Parent training/education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation/interpretation • Support personnel • Attendance incentives • Home visits • Multilingual parent/community liaison • Parent Orientations • Kinder Academy and Pre-K Articulation • Multilingual attendance clerk • Additional personnel

Table 8.2

Funding Source	**Title III/LEP**
Funding Description	● A federal program providing funding to improve the education of English Learners by assisting them in learning English and meeting state academic standards
Students to Be Served	● English Learners, K–12
INAPPROPRIATE EXPENDITURE EXAMPLES	
	● Supplanting General Fund moneys
EXAMPLES OF EXPENDITURES APPROPRIATE FOR THIS FUNDING SOURCE	
Support for English language arts, ELD, and math	● Academic interventions and professional development ● Supplemental instructional materials that support standards and core program ● Specialized and targeted interventions and professional development ● Extended day/week/year for targeted students ● Supplemental instructional materials and equipment ● Primary language instruction/support and professional development ● Primary language materials and professional development ● Provision of “high-quality language instruction educational programs” ● Provision of high-quality professional development for classroom teachers, principals, administrators,

Funding Source	Title III/LEP
	and other school or community-based organizational personnel ● Upgrading program objectives and effective instructional strategies ● Improving the instructional program for English Learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures ● Academy of Language, Arts, and Sciences (Summer Academy)
Support personnel	● Teachers on special assignment, peer coaches ● English/language arts/math/ ELD coaches, intervention teacher ● Instructional aides/paraeducators ● Multilingual parent advisor ● Multilingual community liaison ● English Learner Services staff and MLL Site Leads
Support for other core subject areas: science, visual and performing arts, physical education	● Instructional materials and equipment ● Professional development ● Academy of Language, Arts, and Sciences (Summer Academy)
Capacity building/ professional development	● Academic Conferences ● Training ● Consultants ● Principal coaching ● Teacher stipends

Funding Source	Title III/LEP
	• Teacher substitutes • Training materials/resources • Duplication • Conferences/workshops that support school plan goals • Food: reasonable costs associated with teacher professional development that extends over a meal period
School climate, parent engagement, family support, and learning environment	• Food for parent meetings and trainings • School Site Council expenditures • Parent training/education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation • Support personnel • Bilingual Parent Advisor/Community Liaison • Bilingual Attendance Clerk • Bilingual Student Outreach Worker • Attendance Incentives • Home visits • Parent orientations

Glossary of Terms

A

AB-507: Former State Bilingual Education Act.

Academic conferences: Meetings facilitated by the site principal in which teachers analyze data and discuss academic progress, set goals, and identify interventions for students as needed.

Access to Core: Providing English Learner students with simultaneous access to both ELD and the core content, using strategies such as primary language instruction, primary language support, and/or Integrated ELD methodology.

(ALPS) Accelerated Learner Programs and Services: A designation for students who have exhibited academic excellence or capacity for excellence far beyond that of their peers according to district-established criteria.

Alternative Program: A program option for English Learners whose parents choose to waive the requirement to participate in a program that is taught overwhelmingly in English. The Alternative Program models in the Napa Valley Unified School District include the Charter Specific Two-Way Immersion Program, which may include primary language instruction, daily leveled ELD, and Integrated ELD instruction in English. This program is currently provided with primary language instruction in Spanish.

(APS) Academic Program Survey: A self-study instrument developed by the California Department of Education to assist schools in evaluating their effectiveness in implementing high-quality instructional programs in reading/language arts and mathematics. The APS focuses on nine essential program components proven by research to be components of highly effective schools.

B

(BCLAD) Bilingual, Cross-cultural Language and Academic Development: Credential or certificate that authorizes the holder to provide ELD, Integrated ELD, and primary language instruction.

(BICS) Basic Interpersonal Communication Skills: Language used in everyday social interactions.

Bilingual Parent Liaison: A classified employee, available at every school site, who is a bilingual Spanish and English speaker. The role involves supporting parents with various school-related processes, such as enrolling in the free and reduced-price lunch program, taking part in parent conferences, understanding report cards, and dealing with other student concerns.

C

CABE: California Association for Bilingual Education.

Content standards: Standards adopted by the California State Board of Education, which specify what all California children are expected to know and be able to do in each grade or course.

(CALP) Cognitive Academic Language Proficiency: A cognitively demanding level of oral and written language proficiency needed for literacy and academic achievement.

CATESOL: California Association of Teachers of English to Speakers of Other Languages.

(CDE) California Department of Education: Oversees the public-school system in California and enforces education law, regulations, and school improvement programs.

(CLAD) Cross-cultural, Language and Academic Development: Credential or certificate that authorizes the holder to teach ELD and Integrated ELD.

Common Core: A set of educational standards for teaching and testing English and mathematics between Kindergarten and 12th grade.

Cooperative learning: Strategies for grouping students to work collaboratively. Used to facilitate learning and language acquisition through structured activities where students are actively engaged.

Core curriculum: Curriculum designed to facilitate teaching and learning of California content standards in core subject areas including English language arts, mathematics, science, social studies.

(CTC) California Commission on Teacher Credentialing: A commission that oversees the certification of all teachers in the state of California. See: www.ctc.ca.gov/

(CTEL) California Teacher of English Learners examination: Leads to CLAD authorization**.**

Cultural proficiency: The knowledge, skills, attitudes, and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings.

D

(DAIT) District Assistance Intervention Team: A team of external experts that conducts a capacity study of district operations in a district in Year 3 of Program Improvement status under the No Child Left Behind Act.

(DELAC) District English Learner Advisory Committee: A district-level advisory committee with parent representatives from each school that advises the district's School Board on programs and services for English Learners.

Differentiated instruction: Instruction using different methods or strategies designed to meet the wide range of educational needs of students.

E

(EIA) Economic Impact Aid: Supplemental state funding used to support EL and socioeconomically disadvantaged students.

(EL) English Learner: A classification used to identify a student who is not currently proficient in English and whose primary language is not English; also called Limited English Proficient (LEP) student.

(ELA) English language arts: A core subject area that includes instruction in English (reading, writing, listening, and speaking).

(ELAC) English Learner Advisory Committee: A site-level committee that advises the principal and school staff on programs and services for English Learners.

(ELD) English language development: Systematic, daily, leveled, standards-based instruction in the English language for students who have been identified as English Learners.

(ELPAC) English Language Proficiency Assessment for California: Initial and Summative assessment for evaluating the language acquisition status of students whose primary language is anything other than English. Skills assessed include reading, writing, listening, speaking.

(EO) English-Only student: A student with a primary language of English and no other language.

English 3D: A new English language development program designed to ensure proficiency in the "language of school" — the academic vocabulary, speaking, listening, and writing vital to success in school and life. English 3D is ideal for academic language learners, including Long-Term English Learners, advanced ELL/ELD students, and community dialect speakers.

F

(FEP) Fluent English Proficient: Students with a home language other than English, whose oral and written English skills approximate those of native English speakers. FEP students include both Initially Fluent English Proficient (IFEP) students and Reclassified Fluent English Proficient (RFEP) students.

(FPM) Federal Program Monitoring: A state review process focused on determining whether a district's programs follow federal and state law and regulations.

H

(HLS) Home Language Survey: A questionnaire, required in California public schools to be completed by parents at the time of registration, that elicits information about the language background of the child, to determine the student's primary language.

I

(IEP) Individualized Education Plan: This plan specifies the goals, objectives, and programs for a Special Education student and identifies the learning disability and/or handicapping condition(s).

(IFEP) Initially Fluent English Proficient: A language classification given to students with a primary language other than English who demonstrated fluency in English when they were initially tested.

Integrated English Language Development: ELD strategies used with an English Only and English Learner student population to increase access to core concepts, such as increased use of visual supports, slowed rates of speech by the teacher, emphasis on front-loading rare or non-Latin-root-based vocabulary.

L

Language acquisition: A natural process, progressing through predictable stages, whereby language is acquired.

(LCAP) Local Control Accountability Plan: LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators.

(LCFF) Local Control Funding Formula: LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.

(LEA) Local educational agency: LEA usually refers to a school district (e.g., Napa Valley Unified School District) but may also refer to a County Office of Education.

(L1) Primary language: The language that has been identified as the student's native or home language.

(L2) The second language students acquire: Usually refers to English.

M

Master Plan for English Learners/Multilingual Learners: A comprehensive plan that articulates state and district policies and procedures for the proper identification, reclassification, program placement and services for English Learners; supports parental involvement; and ensures academic achievement for all English Learners.

(MLL) Multilingual Learner: students who speak (and may also read and write) a native, home, community, or heritage language other than English while developing language and literacy skills and abilities in English.

MLL TOSA: A district Teacher on Special Assignment who supports the administrators in charge of English Learner Services and MLL Site Leads in the implementation of the Multilingual Learner Master Plan, including the organization and delivery of staff development, supporting parental involvement, and other duties as assigned.

N

NABE: National Association for Bilingual Education.

Native English Speaker: A student whose native language is English.

Newcomer: A student who is a recent immigrant to the United States (i.e. has been in the United States for less than 12 months).

NVEA: Napa Valley Education Association.

NVUSD: Napa Valley Unified School District.

O

(OCR) Office for Civil Rights: A division of the U.S. Department of Education.

P

Paraprofessional: A person who assists teachers in the classroom. A bilingual paraprofessional has passed the district-approved assessment and is fluent in both English and another language.

Parental involvement: The engagement of parents in the education of their children, including parenting, communicating, volunteering, learning at home, decision-making and advocacy, relationship building, and collaborating with the community.

Primary language (L1): The language that has been identified as the student's native or home language.

Primary language class (secondary): A class where instruction in any of the content areas is in the primary language.

Primary language instruction: The use of a student's primary language by a teacher as a primary medium of instruction of core content for students who have an approved parental exception waiver to participate in an alternative program. The district currently offers primary language instruction in Spanish in the Two-Way Immersion program model.

Primary language questionnaire: A series of questions used to assess home language proficiency level for English Learners whose primary language is other than Spanish.

Primary language support: The use of a student's primary language by a teacher or paraprofessional to facilitate teaching and learning when English is the primary medium of instruction. Primary language support may also include the use of bilingual dictionaries, glossaries, texts, or other reference material in the student's primary language.

Principals' Assurances Checklist: A checklist of deadlines and duties for the principals to facilitate the needs of English Learners.

(PBL) Project-based learning: Students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st-century skills (such as collaboration, communication, and critical thinking).

Project GLAD, Guided Language Acquisition Design: A model of professional development in language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills.

R

R-30 Language Census report: A state-required annual census of each TK–12 public school that reports the numbers of EL and FEP students by primary language, annual reclassifications, instructional programs and services, and staffing information of those providing instruction to English Learners.

Reclassification (formerly called Redesignation): When a student has met all the district criteria, the student is reclassified from EL to RFEP (Reclassified Fluent English Proficient). This change in language classification also often involves a change in the student's instructional program placement.

(RSP) Resource Specialist Program: Classes for students who have been identified as Individuals with Exceptional Needs who spend most of the school day in a regular program but receive instructional support from an RSP teacher for specific learning disabilities.

(RFEP) Reclassified Fluent English Proficient: A classification given to students who were once identified as English Learners and who have met all the district criteria to be considered Fluent English Proficient (FEP).

S

Second language (L2): The second language students acquire (usually refers to English).

Spanish for Native Speakers: Foreign language course offered at the middle or high school level to students who have basic speaking and literacy skills in Spanish.

(SDC) Special Day Class: A self-contained, Special Education class for students who have been identified as Individuals with Exceptional Needs in which a student is enrolled for most of the school day.

(SPSA) Single Plan for Student Achievement: A plan approved by the SSC that outlines the goals, actions, time lines, and resources for continuous school improvement.

(SSC) School Site Council: A site governing body consisting of the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, approval, and implementation of the SPSA.

Standards for English Language Development (ELD): Standards established by the State of California for expected learning at each of five established English proficiency levels (Beginning, Early Intermediate,

Intermediate, Early Advanced, and Advanced) in four domains (listening, speaking, reading, and writing), in four different grade spans (K–2, 3–5, 6–8, and 9–12).

T

Title I: A federal program from No Child Left Behind (NCLB) that provides supplementary funds to help improve instruction in high-poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds must be based on scientifically based research and data that verify actions resulting in increased student achievement.

Title III: A federal program from No Child Left Behind (NCLB) that provides funding to improve the education of English Learners and immigrant students by assisting them in learning English and meeting academic standards.

District Forms

Napa Valley Unified School District
Home Language / Ethnicity / Parent Education Survey

The California Education Code requires schools to determine the languages spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Student's Legal Last Name: _____

Student's Legal First Name: _____

Home Language Survey:

1. Which language did your child learn when first beginning to talk? _____
2. What language does your child most frequently use at home? _____
3. What language do you use most frequently to speak to your child? _____
4. Name the languages in the order most often spoken by the adults at home:
   _____, _____, _____, _____

The following question is about ethnicity, not race:

Ethnicity: Is this student Hispanic or Latino? (select only one)

No - not Hispanic or Latino: _____
Yes - Hispanic or Latino: _____

No matter what you have selected above, **please continue to answer the following** by marking one or more boxes to indicate what you consider your race to be.

Race:

American Indian or Alaska Native: _____

Asian:

Chinese ____ Vietnamese ____ Laotian ____ Hmong ____ Asian Indian ____
Filipino ____ Cambodian ____ Japanese ____ Korean ____ Other Asian ____

Native Hawaiian or Other Pacific Islander:

Hawaiian ___ Guamanian ___ Samoan ___ Tahitian ___ Other Pacific Islander ___

Black or African American _____

White _____

Highest Level of Parent Education:

Not a High School Graduate _____ High School Graduate _____ Some College _____
College Graduate _____ Post Graduate Work _____ Decline to state _____

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Encuesta sobre Idioma Hablado en Casa / Etnia / Educación de los Padres

El Código Educativo de California requiere que las escuelas determinen los idiomas que se hablan en casa de cada estudiante. Esta información es esencial para que las escuelas ofrezcan una instrucción significativa para todos los estudiantes.

Apellido Legal del Estudiante: _____

Nombre Legal del Estudiante: _____

Encuesta sobre Idioma Hablado en Casa:

1. ¿Qué idioma aprendió a hablar su hijo/a cuando empezó a hablar? _____
2. ¿Qué idioma usa con más frecuencia su hijo/a en casa? _____
3. ¿Qué idioma usa usted con más frecuencia para hablar con su hijo/a? _____
4. Nombre los idiomas –en orden de más a menos frecuente- que los adultos usan en casa: _____, _____, _____, _____

La siguiente pregunta es sobre etnia, no raza:

Etnia: ¿El estudiante es Hispano o Latino? (seleccione sólo uno)

No - no es Hispano ni Latino: _____
Sí - Hispano o Latino: _____

Independientemente de lo que haya respondido anteriormente, **por favor conteste la pregunta siguiente** marcando uno o más de los recuadros para indicar de qué raza se considera usted:

Raza:

Indio Americano o Nativo de Alaska: ___

Asiático:

Chino _____ Vietnamita_____ Laosiano ____ Hmong _____ Indio Asiático ____
Filipino _____ Camboyano_____ Japonés ____ Coreano_____ Otro Asiático ____

Nativo Hawaiano u Otro Isleño del Pacífico:

Hawaiano___ Guameño___ Samoano ___ Tahitiano___ Otro Isleño del Pacífico ___

Negro o Afroamericano _____

Blanco ____

Mayor Nivel Educativo de los Padres:

No se graduó de Preparatoria _____ Graduado de Preparatoria ____
Algunos cursos universitarios_____ Titulado Universitario ____ Trabajo Post-Graduado___
Rehúsa declararlo _____

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NVUSD
NAPA VALLEY UNIFIED SCHOOL DISTRICT

Data & Assessment Services

Rabinder Mangewala
Assistant Superintendent, Business Services

Peter Abboud, Ed.D.
Director of Data & Assessment Services

Alternate Reclassification of Special Education English Learners

Use this form to reclassify English Language Learners with IEPs who do not meet the traditional district reclassification criteria. If the team agrees that the student should be reclassified, please follow these steps:

1. Make a copy of this form, complete it, and gather the required signatures
2. Submit the form and supporting attachments to the appropriate special education coordinator for signature
3. Special education coordinator will submit the packet to the Data and Assessment Services office for final approval
4. The Data and Assessment Services office will notify parents of the final approval decision and update the student status in Aeries and CALPADS accordingly
5. A copy of the completed packet will be sent to sites for filing. The original packet will be kept on file with the Data and Assessment Services office.

Part 1 - Student Information

Student Name	
Student ID Number	
Primary Language	
Case Manager	
School Site	
Date	

Part 2 - Assessment Data for Consideration

ELPAC or Alternate ELPAC

	Most Recent		One Year Prior		Two Years Prior	
	Scale Score	Level	Scale Score	Level	Scale Score	Level
Overall						
Oral Language						
Written Language						

CAASPP (if applicable):

	Most Recent	
	Raw Score	Level
ELA		
Math		

CAA (if applicable):

	Most Recent	
	Raw Score	Level
ELA		
Math		

Star Reading Assessment

Enter the date, scale score, and performance level of the most recent Star Reading scores.

Date	Scale Score	Level

Part 3 - Alternate Reclassification Criteria

Student must meet one or more of these three criteria:

Student's English Language Development assessment scores in **listening and speaking are proficient,** but they have not met all criteria in reading and writing due to a diagnosed disability such as a specific learning disability in the areas of basic reading skills and/or reading comprehension and/or written expression, etc.
Provide supporting notes and data below and attach supporting evidence (special education assessment data, IEP goal progress, teacher appraisals, etc.)

Student's disability in Language precludes them from demonstrating growth in Listening and Speaking, but they have made growth on IEP goals and/or other metrics.
Provide supporting notes and data below and attach supporting evidence (special education assessment data, IEP goal progress, teacher appraisals, etc.)

Speech and Language Pathologist Name	
Speech and Language Pathologist Signature	

The student's skills in Oral Language and Language Arts appear to be **commensurate with their cognitive ability** due to a diagnosed disability such as intellectual disability, traumatic brain injury, autism, etc.
Provide supporting notes and data below and attach supporting evidence (special education assessment data, IEP goal progress, teacher appraisals, etc.)

School Psychologist Name	
School Psychologist Signature	

Part 4 - Signatures/Parent Input

The IEP team agrees that the primary reason the student does not meet traditional reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Learner services.

My signature indicates that I have been given an opportunity to express my opinion and to consult with school staff during the reclassification process. I understand that reclassifying my student means that my student is no longer eligible for formal EL services, but that my student will be monitored for the next four years to ensure they are receiving the necessary supports.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Case Manager	Name:	Signature: _____ Date:_____
English / ELD / Classroom Teacher	Name:	Signature: _____ Date:_____
Site Administrator	Name:	Signature: _____ Date:_____
Other	Name:	Signature: _____ Date:_____

Part 6 - District Office Approval

For Office Use Only		
▢ Approved ▢ Not Approved	Special Education Coordinator	
	Name:	Signature: _____ Date:_____
▢ Approved ▢ Not Approved	Director of Data & Assessment Services	
	Name:	Signature: _____ Date:_____

Comments:

▢ Language Fluency Updated in Aeries/CALPADS

NVUSD
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Servicios de Datos & Evaluación

Rabinder Mangewala
Superintendente Adjunto, Servicios de Negocios

Peter Abboud, Ed.D.
Director de Servicios de Datos & Evaluación

Reclasificación Alternativa de Aprendices de Inglés de Educación Especial

Usen este formulario para reclasificar a Aprendices de Inglés con IEPs que no cumplan los criterios de reclasificación tradicionales del distrito. Si el equipo está de acuerdo en que el estudiante debe ser reclasificado, por favor, sigan estos pasos:

1. Hagan una copia de este formulario, complétenlo y reúnan las firmas requeridas.
2. Envíen el formulario y los adjuntos de apoyo al coordinador de educación especial apropiado para que lo firme.
3. El coordinador de educación especial enviará el paquete a la oficina de datos y servicios de evaluación para su aprobación final.
4. La oficina de datos y servicios de evaluación notificará a los padres y madres sobre la decisión definitiva de aprobación y actualizará el estatus del estudiante en Aeries y CALPADS de modo acorde.
5. Se enviará una copia del paquete completado a las escuelas para su archivo. El paquete original se archivará en la oficina de datos y servicios de evaluación.

Parte 1 - Información Estudiantil

Nombre del estudiante	
Número ID del estudiante	
Idioma Primario	
Responsable del Caso	
Escuela	
Fecha	

Parte 2 - Datos Evaluativos para Considerar

ELPAC o ELPAC Alternativo

	Más Reciente		Del Año Anterior		De Hace Dos Años	
	Puntuación Escalada	Nivel	Puntuación Escalada	Nivel	Puntuación Escalada	Nivel
General						
Lenguaje Oral						
Lenguaje Escrito						

CAASPP (si es aplicable):

	Más Reciente	
	Puntuación Bruta	Nivel
Lengua y Literatura Inglesa (ELA)		
Matemáticas		

CAA (si es aplicable):

	Más Reciente	
	Puntuación Bruta	Nivel
Lengua y Literatura Inglesa (ELA)		
Matemáticas		

Evaluación de Lectura Star

Introduzca la fecha, puntuación escalada y nivel de rendimiento de las puntuaciones más recientes de la Evaluación Star.

Fecha	Puntuación Escalada	Nivel

Parte 3 - Criterios de Reclasificación Alternativos

El estudiante debe cumplir uno o más de estos tres criterios:

Las puntuaciones de la evaluación de Desarrollo en Lengua Inglesa del estudiante en **escucha y habla con competentes**, pero no ha alcanzado todos los criterios de lectura y escritura debido a una discapacidad diagnosticada como una discapacidad específica de aprendizaje en las áreas de habilidades básicas de lectura y/o comprensión lectora y/o expresión escrita, etc.
Proporcionar notas y datos de apoyo a continuación, y adjuntar evidencias de apoyo (datos de evaluación de educación especial, progreso en las metas del IEP, valoraciones de los maestros, etc.).

La discapacidad lingüística del estudiante le impide demostrar desarrollo en Escucha y Habla, pero ha mostrado desarrollo en las metas del IEP u otras métricas.
Proporcionar notas y datos de apoyo a continuación, y adjuntar evidencias de apoyo (datos de evaluación de educación especial, progreso en las metas del IEP, valoraciones de los maestros, etc.)

Nombre del Logopeda	
Firma del Logopeda	

Las habilidades del estudiante en Lenguaje Oral y Lengua y Literatura parecen ser **proporcionales con su capacidad cognitiva** debido a una discapacidad diagnosticada como discapacidad intelectual, lesión cerebral traumática, autismo, etc.
Proporcionar notas y datos de apoyo a continuación, y adjuntar evidencias de apoyo (datos de evaluación de educación especial, progreso en las metas del IEP, valoraciones de los maestros, etc.)

Nombre del Psicólogo Escolar	
Firma del Psicólogo Escolar	

Parte 4 - Firmas/Valoración de los Padres

El equipo del IEP acuerda que la razón primaria por la que el estudiante no cumple los criterios de reclasificación tradicionales se debe a la discapacidad en lugar de a una competencia limitada en inglés y el estudiante ya no necesita servicios para Aprendices de Inglés.

Mi firma a continuación indica que se me ha dado la oportunidad de expresar mi opinión y consultar con el personal escolar durante el proceso de reclasificación. Comprendo que la reclasificación de mi estudiante significa que el estudiante ya no es elegible para servicios formales de Aprendices de Inglés, pero que mi estudiante será controlado durante los próximos cuatro años para asegurarse que está recibiendo los apoyos necesarios.

Nombre del Padre/Madre / Tutor-a: _____

Firma del Padre/Madre / Tutor-a: _____ Fecha: _____

Responsable del Caso	Nombre:	Firma: _____ Fecha: _____
Maestro de Inglés / ELD / Salón de Clase	Nombre:	Firma: _____ Fecha: _____
Administrador Escolar	Nombre:	Firma: _____ Fecha: _____
Otro	Nombre:	Firma: _____ Fecha: _____

Parte 6 - Aprobación de la Oficina del Distrito

Sólo para Uso de la Oficina		
▢ Aprobado ▢ No Aprobado	Coordinador/a de Educación Especial	
	Nombre:	Firma: _____ Fecha: _____
▢ Aprobado ▢ No Aprobado	Director de Servicios de Datos & Evaluación	
	Nombre:	Firma: _____ Fecha: _____

Comentarios:

▢ Fluidez Lingüística actualizada en Aeries/CALPADS

SOLOM Teacher Observation Student Oral Language Observation Matrix					
Student's Name:				Grade:	Date:
Language Observed:			Administered By (signature):		
	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant: often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited: comprehension quite difficult.	Student frequently uses wrong words: conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

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Assistant Superintendent, Business Services

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Director of Data & Assessment Services

Parent/Guardian Request for non-Participation in District Program/Services for English Learners

The rationale, content, and benefits of the district's programs and services for English learners has been thoroughly and clearly explained to me in non-technical language.

I would like my child, _____, not to participate in any instructional program designed for English learners as required in the Education Code, and request instead that they be placed in an English language mainstream classroom.

_____
Parent/Guardian Name (Printed)

_____ _____
Parent/Guardian Signature Date

_____
Administrator Name (Printed)

_____ _____
Administrator Signature Date

_____
School Name

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Solicitud Parental para No Participar en Programas/Servicios del Distrito para Aprendices de Inglés

Se me ha explicado pormenorizada y claramente el fundamento, los contenidos y beneficios de los programas y servicios del distrito para aprendices de inglés, con un lenguaje no técnico.

Me gustaría que mi hijo/a, _____, no participe en ningún programe de enseñanza diseñado para Aprendices de Inglés tal y como requiere el Código de Educación, y solicito que en su lugar sea emplazado/a en un salón de clase de inglés general.

_____
Nombre del padre/madre/tutor-a (letra de imprenta)

_____ _____
Firma del padre/madre/tutor-a Fecha

_____
Nombre del Administrador/a (letra de imprenta)

_____ _____
Firma del Administrador/a Fecha

_____
Nombre de la Escuela